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INDIAN ADULT EDUCATION ASSOCIATION



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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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Where Do We Go From Here ?

WE ask this question, not just as a rhetoric so common to New Year resolutions but as something basic to our need and existence as a people at this time.

First of all, it may be worthwhile to ask ourselves where we are as a people. The picture is a mixed one and in some ways an uncertain one. Poverty stalks the land—we hear everywhere forty per cent of the people are below the poverty line. Coupled with this and in fact not related to it is unemployment which shows no clear signs of abating. Fissiparous tendencies are evident in a disturbing way—the north-eastern situation is fragile and fraught with danger. Caste is rearing its ugly head in forms that are eating into our vitals as a nation. Communal hatreds manifest themselves in more and more passionate forms. Criminals are becoming trigger happy in the ravines of Uttar Pradesh and the banks and post offices of urban India. We can spell the word “politician” the same as “corruption”, without being seriously challenged! Student unrest is taking endemic forms. Women in some cities are unsafe even in broad daylight.

Catalogue of this kind can be unending.

On the other hand, there are clear indications of the positive and the progressive. We have a democratic system that still works with a fair degree of justice and fairness. The degree of freedom of individuals and groups remains still intact. In fact, in the last one decade the common man has asserted himself dramatically and effectively through the electoral process and provided major correctives to the history of our times. In science and technology we are ahead of almost all the developing countries. In most religions there is a search for relevance and purpose in social and developmental terms notwithstanding the fact that some events have lately caused some concern. There is increasing realization that the carrying capacity of Mother Earth is limited. The population problem, the ecological imbalance and the environmental stresses and strains are making a serious impression on people and the search for alternative developmental solutions is on in a very serious way. Small group organizations (political and non-political) are asserting themselves against the existing systems to achieve their goals. The list could go on.

What matters in the long run is, whether the positive and promising aspects of today's life and situation will prevail. They will prevail only if two conditions exist and persist. The first is the emergence of a collective consciousness that something is seriously wrong with our country and our people and that something needs to be done and the second that moral and spiritual strength of the people exists at least in a potential and positive form. These are inescapable preconditions of survival both effectively and creatively.

Both these exist in India to a large extent. This can be increased greatly by a self-awareness as a people. The creation of this awareness is possible through education in its most vital sense—that is meant for changing people for the better. It is in this direction the nation should go. Happily we are facing in that direction! What we need is momentum that has both quality and purpose.

Adult Education—a Reminiscence

JEEVAN NAYAK

The author, a veteran adult educator, looks back to the early literacy education in India, and recalls some interesting events and personal experiences.

THE history of literacy education is sufficiently old in India. Leading social reformers, who took up propagation of literacy through organisations like the Arya Samaj, the Brahma Samaj and other like institutions, were convinced that illiteracy lay at the root of all social evils—be it child-marriage or the practice of women willingly burning themselves on their husbands' funeral pyres.

Propagation of literacy later formed part of Gandhiji's multi-facet national-reconstruction programme, which was undertaken alongside propagation of Hindi, as early as in 1918 through the Hindi Prachar Sabha. Gandhiji's views on social uplift and spread of education then appeared mostly in the *Harijan*, a weekly published from Ahmedabad during the period he had moved to Sevagram, near Wardha, (Nagpur, Maharashtra).

Soon after 1942 and as soon as the nationalists took over reigns of governance in different Indian Provinces, dissemination of literacy and social education were taken earnestly out of the conviction that it may not be possible to organise campaigns of national reconstruction smoothly without these first steps. It was for this reason that the then Governments in Bihar, Punjab, Bombay, Madhya Pradesh and Uttar Pradesh mounted massive programmes of

adult education by setting up full-fledged departments.

Sevagram was not far from Nagpur, the capital town of the erstwhile Central Provinces and Berar, later renamed Madhya Pradesh. Apprehensive of adverse comments from Wardha on policies, programmes and methodology by such Gandhian stalwarts as Kishorelal Bhai Mashruwala, Aryanayakam, G. Ramachandran, J.C. Kumarappa and his illustrious brother bearing the same initials, the officers in the Department of Education were always on tenterhooks.

When the Government did launch a state-wide campaign under their newly established Department of Social Education, the officers strove to set-up model centres particularly around Sevagram and tried their best to ensure that they ran without impediments.

The township of Wardha was very different than what it happens to be today. Away from Gandhiji's Ashram, Wardha lay sleepy, unpretentious and without the usual hustle and bustle associated with the present-day town-life. Save those who occasionally came to meet Gandhiji, pedestrians were few, restaurants and hotels, far between. A quaint quietude used to envelop the whole place while Gandhiji stayed close by and issued statements which shook the world at times.

This being the state of things, it was no easy job to set up a social education centre there and run it successfully. The work started with a frantic search for a suitable place to locate a centre. At long last, some one hit upon an idea. He came out with the suggestion that being deserted after sunset, the civil hospital compound was an ideal place. None needed visiting the place without business. No one dared set his foot there beyond working hours except in an emergency. The place would therefore be ideally suitable.

But who could think of putting up a centre within the hospital compound under the margosa tree without permission of the Civil Surgeon? The Civil Surgeon, though an Indian by birth, resembled an European every inch for his appearance, his style of life, his demeanour. He was held in awe more than in esteem. He was a man of few words and that, more than anything else, kept people at bay. He was considered a 'Saheb', a descendant of the royalty by peasants and pedestrians alike.

But there happened to be a silver lining in this cloud. Word had gone round that Civil Surgeon's two sons of similar built and height, used to visit Sevagram, more or less regularly, at prayer time and were widely known as 'Gandhiji's sticks'. Walking down his hut to the prayer ground and back, the Mahatma used to rest his palms on the boys' shoulders. Having come to know this for a fact, the organisers took a step forward without losing time. They succeeded in winning over the boys, approached the Civil Surgeon through them, sought his permission to run the centre in the hospital compound after working hours and felt elated beyond measure! But their high spirits were not to last long. Now they were beset with the

question—'Who would attend the centre and why?' Obviously, they had no answer.

They thought it fit to wait and see. Their aimless stroll one day took them to a site, where stone had been laid for a college building. Looking to the concentration of labour there, they entertained a vain hope of drawing some of them to the centre and made it a practice to visit the place every evening after day's work.

Not long after, they came to realise that having run short of bamboo-baskets, the building-contractor was driven to desperation, was crying hoarse and abusing the truck-drivers who failed to maintain the supply from Nagpur. They also realised that the baskets were a dire need for scores of labourers employed there. While the building to house the Govindram Seksaria College of Commerce was coming up speedily, need was being felt for more and more baskets everyday.

During their usual round one evening they came upon an elderly man sitting secluded under a tree, giving a swing to a baby laid in a basket. He seemed to react rather sharply on the non-availability of bamboo-baskets in the following words—'Lord knows why it hasn't occurred to them! It is easy to get per week around 20 baskets with our help.' On being asked what he was doing there, quick came the reply, 'Why not see for yourself? Here lies my grandson. I look after him while his parents are at work. The baby-boy is happy with me. I am happy with him. I have something to while away time. But frankly enough, I do not think this is worthwhile. I am going strong, can put up with hard work but nothing seems to come my way'.

"Did you say 20 baskets per week? Is that right?" "Of course, yes, if I am

assured of raw-bamboo and a place to work”.

On an assurance that he will have adequate supply of raw-bamboo and a place to sit and weave baskets, the old man agreed to come to the centre. He was seen making his way to the hospital compound every evening along with his wife, two sons and a daughter-in-law. Surgeon's sons could join them only after Gandhiji's prayer meetings and used to sing for pleasure—their own and of others gathered there. The boys had a reasonably good stock of songs, national and devotional. Followed by lively conversation with the old man, his team and the organisers, the centre started buzzing with activity. A lamp-post flood lit the compound and the organisers were spared the worry for lighting arrangement.

The building contractor was visibly surprised when the first lot of a dozen bamboo-baskets was delivered to him at the site and at a price lower than what he used to pay.

While the team continued weaving baskets and selling them, a few more males and females were drawn to the centre having witnessed a regular congregation of five to six persons there every evening.

Initial hurdles overcome, more and more problems loomed large one after another. That which needed the most attention concerned the introduction of Devanagari alphabets. With the help of two enthusiastic boys who had come home for the summer vacation, the organisers managed bulk supply of tamarind seeds, manoeuvred them into Devanagari Barakhadi and got each letter pasted on slightly thick boards of uniform size. The boys seemed to enjoy this exercise as a pastime and were a great help indeed!

The stage was now set to start the centre on more or less regular lines. Each male attending the centre was persuaded to recall from memory at least one proverb or a pithy saying. It took about a month to collect about 30 proverbs all donated by the adult learners who attended the centre at their pleasure. The females attending the centre were likewise persuaded to recite cradle songs. It took a good deal of effort to counter their initial bashfulness. On an assurance that the songs sung by them would be recorded by some one responsible sitting within earshot behind a curtain, they agreed to sing after persistent persuasion. Ultimately, a collection of as many as 20 cradle songs was available.

After a period of three months, the organisers succeeded in having a treasure of proverbs, wise sayings, cradle songs and short stories all retold by the adult learners.

Basic vocabulary comprising familiar words and expressions concerning agricultural operations, harvests, basketry, animal husbandry, food, fodder, fruits, flowers, vegetables and herbs used by the adult learners in their day-to-day conversation was also compiled.

After about five months' trial and error, a primer for the adult learners could be constructed by the centre-in-charge in collaboration with a local teacher and the head of the village Panchayat who was conversant with the local idiom.

Govindram Seksaria College of Commerce had by then come up and the demand for bamboo baskets had since dwindled. The old basket weaver, one evening startled us by asking: 'What shall we be doing when the baskets are no longer required?'

Not that we had not envisaged such a
(Contd. on page 10)

THE NEW 20-POINT PROGRAMME FOR ACCELERATED GROWTH WITH SOCIAL JUSTICE

DELHI GIVES A LEAD

Immediately after the Prime Minister presented the new 20-Point Programme, on January 14, the Delhi Administration was quick to constitute a high-level Steering Committee under the Chairmanship of the Lt. Governor on January 20. Since then it has identified the plans and projects under each sector of development, which have a direct bearing on this National Programme and has taken steps to accelerate the pace of their implementation.

SOME SALIENT FEATURES

- * Irrigation to additional 3,500 hectares in Sixth Plan ; 400 hectares this year. New scheme for exploitation of effluent water irrigation to 8,000 hectares launched.
- * 3,000 rural poor to get assistance every year for setting up ventures on self-reliance basis.
- * Minimum wages of agriculture and industrial labour raised by 25%; 8 lakh workers to benefit.
- * Special Component Plan to benefit 1,80,000 Harijan families (9,27,000 persons) ; Rs. 523 lakhs in Sixth Plan for Harijan Welfare.
- * Piped Water supply now available in 138 villages, 45 more villages to benefit this year. All villages to get the facility by next year.
- * 800 house sites for the landless in rural areas this year ; 7,500 more being developed out of which development of 1,500 to be completed very shortly. Housing subsidy to 7,500 landless villages in Sixth Plan ; 1,500 this year.
- * 1,150 tubewells energised in 1981-82 at a cost of Rs. 100 lakhs. Same amount to be spent next year. 36 Harijan Bastis electrified; decision to electrify all.
- * Target of 30,000 sterilisations for next year against 15,000 this year. Ten more Family Welfare Centres to be opened.
- * Comprehensive measures to fight T.B., Leprosy, Blindness and ill-health.
- * Public distribution system revamped and has now 2,860 F.P.S.'s; 1,730 K. Oil and 1,827 Coal Depots.
- * Outlay on Handicrafts increased from Rs. 1.50 lakhs in 1980-81 to Rs. 5 lakhs in 1981-82 and the assistance for handlooms increased from Rs. 16.44 lakhs to 23.37 lakhs.
- * For mother and child care, 4 Welfare Institutions and 38 Work Centres for Women, 146 Maternity and Child Welfare centres, 14 children's institutions and 11 day care centres are functioning ; under special nutrition programme 96,000 children and 17,000 women are being provided nutritious food besides more than one lakh school students in M.C.D. areas and all in N.D.M.C. areas are getting mid-day meals.
- * Almost all children in 6-11 age group are in Primary Schools ; 80% of these in 12-14 age group are in middle schools. Part-time schools set up for those who cannot afford regular schooling.



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Evaluation of National Adult Education Programme in Bihar

R. NATARAJAN

In order to eradicate illiteracy in a vigorous way, the Government of India launched the National Adult Education Programme (NAEP) on October 2, 1978. Since then this programme has been implemented by a number of State Governments, both through their own efforts as well as with the help of various voluntary agencies. While it may be too early to comment upon the effectiveness of this programme, it is essential to examine whether or not its objectives in the areas of literacy, functionality and awareness have been met. In this context, the present evaluation study was conducted in some select districts of Bihar, where such a programme was being offered by Government agencies.

THE objective of the study was to evaluate the performance of the Adult Education Programme in Bihar and make recommendations for its greater effectiveness. The evaluation was primarily based on the three essential components of the programme, namely, literacy, functionality and awareness. The evaluation was done in both quantitative and qualitative manner.

While quantitative evaluation was made through the administration of a questionnaire to the learners, dropouts and instructors, qualitative evaluation was based on the descriptive responses of the individuals of these three categories.

Methodology

The following two points were given primary considerations in the preparation of the questionnaire :

1. the questionnaire was framed in such a way as to bring out the three basic components of the programme, namely, literacy, functionality and awareness ; and
2. in view of the background of the learners and dropouts, the questionnaire framed was simple and straight-forward as possible both

in terms of their content and the nature of required responses.

The questionnaire for the learners was not only expected to enable one to have an evaluation of literacy, functionality and awareness, but also to carry out content analysis from the descriptive responses to a few critical questions.

The questionnaire for dropouts was primarily intended for recording their attitude towards the programme, their reasons for leaving the programme, and suggestions for improving it.

The questionnaire for instructors was meant to collect information regarding the training programme they had undergone before joining the adult education centres, their opinion about the adequacy of physical facilities, learners' literacy level, the help received from supervisors, and irregular attendance of learners, etc.

Selection of Investigators

For the purpose of data collection, the selection of the investigators was done on the basis of their performance in interviews. Apart from academic qualifications, the candidates were judged on their aptitude for the job, knowledge of local language and familiarity with the environment.

Every item of the questionnaire was discussed with the investigators and their doubts clarified before they were sent for data collection.

Selection of Sample

In order to have adequate amount of information for the evaluation, it was decided to make a survey of about 30 sample centres from each block under study and administer a questionnaire to five learners, one dropout and one instructors in each of the sample centres selected for the survey.

The choice of the sample centres was made in such a way that both sex-wise and community-wise distributions of all the centres were adequately represented.

Major Findings of the Study

The findings are based on the combined averages of the eight blocks namely, Patamda, Balumath, Laxmipur, Sirdala, Shikaripada, Giriyak, Amarpur, and Madanpur.

Nearly 85 per cent of the learners were found to earn their livelihood from agriculture. Seventy-five per cent of the male and 23 per cent of the female learners were in the age group, 15-35 years. The percentages of learners belonging to Harijan, Adivasi and other communities were 26, 21 and 53, respectively. The study indicated that 79 per cent of the families had monthly income of Rs. 150 or less and the median family size was six.

The level of illiteracy in the age group, 15-35 years of the sample learners, was found to be very high since 96 per cent of the family members in this age group were found to be illiterate. As many as 89 per cent had never been to school before joining the adult education programme.

The learners were quite satisfied with the physical facilities available at the

centres. Seating and lighting arrangements were the two items, they felt, needed improvement.

Sixty-eight per cent of the learners had joined the programme for learning the three Rs., viz. reading, writing and simple arithmetic, while 26 per cent of them desired to acquire functional skills in agricultural activities, weaving, carpentry, poultry, child care, etc. Although the learners were found to be able to read and write with a fair degree of success at the completion of the programme, their performance in doing simple calculations needed improvement.

While 30 per cent of the learners felt that the adult education programme has 'greatly' benefited them in their every day life, 58 per cent of them felt 'somewhat' benefited and the remaining 11 per cent did not feel that they had been benefited at all. Twenty-two per cent of the learners felt that the programme had prepared them 'better' for their present occupation and 58 per cent felt 'somewhat better' prepared. However 61 per cent of them stated that the programme had not helped them in increasing their earning. The programme has not been able to impart knowledge or skills to all those who were desirous of learning poultry, weaving, carpentry and sewing.

The awareness level of learners with respect to Cooperative Society, Family Welfare Centre and Rural Bank facilities was found to be inadequate. Also the level of awareness with regard to the minimum legal age of marriage, and of exercising the right of franchise in assembly and parliament elections was not found to be satisfactory.

On the whole, 87 per cent of the learners stated that they were satisfied with the programme.

Most of those who dropped out from the programme or those who expressed

their inability to attend classes regularly gave the following reasons for doing so: (i) family problem, (ii) lack of desire and time due to the day's hard work, and (iii) instructors' inability to make the classes interesting.

The instructors, on the whole, were quite satisfied with the programme. They, however, felt that the training, which was provided to them to enable them to carry out the programme successfully, was quite inadequate in its duration.

In addition to the above findings, the study revealed the following weaknesses: shorter duration of the programme; inadequate stress laid on the development of functional skills; and inadequate seating and lighting arrangements at the centres.

Conclusion

The study reveals that the programme has not been able to attract the upper segment (25-35 years) in the group, 15-35 years of the target audience. Also, it has not enlisted adequate participation of females as well as persons belonging to the Harijan and Adivasi communities. Lack of attention paid to the functionality and awareness components in the programme seem to be a cause for the lack of motivation of the part of participants to attend the programme. Although the programme appears to have benefited learners in their everyday life, it has not helped them adequately to raise their earnings. The study shows that the level of awareness of the minimum legal age of marriage and the minimum age to vote in Assembly and Parliament elections, needs to be raised. Also their awareness level of the different Government facilities available in the locality needs similar upgrading.

Recommendations

Some of the following recommendations, it was felt, have wider scope in the sense that these are applicable to other

projects where adult education programmes are in progress under the supervision of Governmental and voluntary agencies. The recommendations are as follows:

1. The duration of the adult education programme and also the training programme of instructors need to be increased. The instructors should be trained in various vocations such as poultry, weaving, carpentry, sewing, etc. Field visits should also be arranged for the development of their functional skills.
2. More centres should be opened so that larger number of persons in the age group, 15-35 years, and having little literacy opportunities in local schools may be included in the programme.
3. More stress should be laid on the development of functional skills so that the learners are able to increase their earning through acquisition of these skills.
4. More attention should be given to the development of the ability of learners to do simple calculations in addition to their ability to read and write.
5. Post-literacy and follow-up materials should be made available to the neo-literates for further pursuit of their knowledge and skills.
6. Although the awareness level of the learners is quite high, more efforts should be made for the development of their social, economic and political awareness. The functionaries of the programme should, for example, raise their level of awareness in regard to the minimum legal age of marriage and to vote in assembly and parliament elections, cooperative society—its role and functions—family welfare centre and its activities, and rural banking.

Adult Education—a Reminiscence

(Contd. from page 5)

situation and were, therefore, prepared with a solution. We asked the old man to interweave bamboo osiers to make *Jhabas* for storing dirty clothes.

The team started making *Jhabas* as best as they did the baskets, without realising that they used up almost twice the raw-material and that the *Jhabas* could not be sold out as readily as the baskets. We asked them to attempt sparse plaiting of willows for the *Jhabas* to let in air and let out bad odour of dirty linen to be stored therein.

This led to lesser consumption of raw-material and consequent of sale price

but took about 20 days to sell out half-a-dozen *Jhabas* and to register a demand for more.

As a result of ceaseless efforts, the centre continued with as many as 22 more or less regular attendants, without respite to the organisers till sufficient resource support came forth from the headquarters.

We had made it a practice to invite the old basket weaver to the centre whenever it was convenient after he had completed his initial course in reading and writing.

Out of the two boys, who helped the centre getting a good start, one got trained as a teacher and the other as an engineer and served the state with credit. □

OVER THE YEARS

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Magnitude of Illiteracy in India-1981

PREM CHAND

The author in this paper has made an attempt to analyse and assess the size of the problem of illiteracy in the country and point out some important characteristics. While the literacy rate is improving over the decades, the number of illiterates is also simultaneously increasing.

ONE of the targets indicated in the Sixth Five Year Plan is to cover all the illiterates of the age-group, 15-35, by the end of 1990. This forms part of Minimum Needs Programme under the programme of universalization of elementary education. In this context, it would be desirable to assess the size of the problem of illiteracy in the country. One of the very important characteristics of the problem of illiteracy in India is that while the literacy rate is improving over the decades, the number of illiterates is also simultaneously increasing. This is happening because our literacy effort (formal and non-formal) has not been able to match the population growth. The percentage of literacy has increased from about 5 in 1901 to 36 in 1981. The number of illiterates has simultaneously increased from 225 millions in 1901 to about 438 millions in 1981. The following table indicates the increase in literacy rate over the past 80 years and its impact on the magnitude of illiteracy.

Figures of literate population in 1981 as published in paper I of 1981—Provisional Population Totals, Census of India 1981—is given in Annexure. From this data it may be seen that the total number of literates in the country excluding the States of Assam and Jammu & Kashmir

Table I
Progress of Literacy during 1901 to 1981
Total population including
0-4 age-group

Year	Percentage of literacy	No. of literates (in million)	No. of illiterates (in million)
1901	5.35	12.68	225.72
1911	5.92	14.85	237.24
1921	7.16	17.91	233.41
1931	9.50	26.25	252.73
1941	16.10	51.31 ¹	267.36 ¹
1951	16.67	60.19	300.90
1961	24.02	105.19	333.76
1971	29.45	161.44	386.72
1981A*	36.17	237.99	419.93
B@	35.95	245.82	437.96

was 237.99 millions. As per the Census figures released later on, the number of literates in Jammu & Kashmir was 1.56 millions. The census has not yet been held in Assam. If we apply all-India growth rate of literacy during 1971-81 to Assam, the estimated number of literates for Assam comes to 6.27 millions. Thus the total number of literates in the country during 1981 comes to 245.82 millions. The total population of the country

¹ Computed on the basis of percentage of literacy.

* Excludes Assam and Jammu and Kashmir.
@ Includes provisional figures for Jammu and Kashmir and estimated figures for Assam.

including provisional figures for Jammu & Kashmir and estimated population of Assam for 1981 was 683.78 millions. Percentage of literacy on the basis of this data for the country comes to 35.95 as against 36.17, which excluded Assam and Jammu & Kashmir. The number of illiterates of all age-groups on this basis comes to 437.96 millions, of which, 189.33 millions were male and 248.63 millions female. Illiterate population formed 64.05 per cent of the total population and it was 75.26 per cent in respect of females.

Literacy rates for the population as a whole are generally used as indicators of literacy position. It is, however, recognised that the children at least below the age of five should not be included in the category of illiterates. Effective rates of literacy are, therefore, worked out by excluding the population in the age-group of 0-4 (below five). Analysis of the literate population reported in the Censuses indicate that there are no literate reported in the age-group of 0-4. According to the projections made by the Expert Committee on Population, the percentage of population in the age-group of 0-4 was expected to be 13.85 per cent of the population in 1981. This percentage in respect of males was 13.72 per cent and in respect of females, it was 13.96 per cent. By applying the ratios to the total population, the population excluding the age-group of 0-4 is estimated at 589.08 millions consisting of 304.84 millions male and 284.24 millions female. Effective rates of literacy worked out on this basis (population excluding 0-4 age-group) come to 41.73 per cent for total population; 53.83 per cent for male and 28.75 per cent for female population. This data shows that the magnitude of illiteracy is still very high. The number of illiterates in all the age-groups, excluding 0-4 in 1981,

was 343.26 millions, including 140.75 millions male and 202.51 millions female.

Formal and non-formal educational facilities are envisaged to be provided to the population in the age-group of 6-14 under the programme of universalization of elementary education. It is envisaged in the Sixth Five Year Plan that all the children of the age-group of 6-11 will be covered by the end of Sixth Plan. By the end of Seventh Plan (1991), the target is to cover all the children under the age-group of 6-14. Adult Education Programmes have, therefore, to aim at the illiterate population of the age-group of 15 and above. The number of illiterates in the age-group of 15 and over has also been increasing over the years. The total number of illiterates of this age-group was 173.8 millions in 1951. It increased to 187 millions in 1961 and to 209.5 millions by 1971. Age-wise distribution of the total and literate population for 1981 is not yet available. However, the number of illiterates in this age-group is expected to have increased to about 243 millions by 1981. Keeping in view the fact that the size of the adult illiterate population was very large and that the most economically active age-group needed priority, the National Adult Education Programme launched in 1978 was largely addressed to the young illiterate population of the 15-35 age-group.

As per 1971 Census, total population in the age-group of 15-35 was 167.58 millions. Of these, 97.1 millions forming 58 per cent of the population were illiterate. While formulating the National Adult Education Programme it was assumed that the number of adult illiterates in this age-group would have increased to about 100 millions by 1978. The Expert Committee on Population Projections appointed by the Planning Commission adjusted figures of population for

different age-groups. According to the estimates made by the Committee the adjusted population in the age-group 15-35 as on 1st March 1971 was 176.2 millions. Taking 42 per cent of this population as literate and 58 per cent as illiterate, the number of literates and illiterates for 1971 came to 74.0 and 102.2 millions respectively. According to the projections made by the Expert Committee, total population in 1981 was estimated at 672 millions and population in the age-group of 15-35 was estimated at 230.4 millions. The total population, according to 1981 Census however, exceeded Expert Committee's projection by 12 millions. It may be assumed that the total population for age group of 15-35 was also proportionately higher. The total population in the age-group of 15-35 for 1981 may be taken at 235 millions. On the basis of literacy rates of 10-15 and 15-25 age groups of 1971 who would have moved to the age-groups of 20-25 and 30-35 in 1981 and estimated literacy rates for the age-group of 15-20 of 1981, the total number of literates and illiterates of these age-groups in 1981 are estimated as under :

Table II

Age Group	Population	(Figures in million)	
		No. of literates	No. of illiterates
15-20	74.8	41.2 (55.0)	33.6
20-25	63.2	31.3 (49.6)	31.9
25-35	97.0	46.8 (48.2)	50.2
Total (15-35)	235.0	119.3	115.2

About 5 lakh adults were annually enrolled in Adult Literacy Centres before the National Adult Education Programme was launched in October 1978. Level of enrolment during 1979-80 and 1980-81 increased to about 25 lakhs per

year. An analysis of the evaluation studies has indicated* that the attendance in Adult Education Centres is likely to be around 75 per cent of the total enrolment. Percentage of those who complete the programme successfully is expected to be about 60 per cent of the number of persons enrolled in the centres. The total number of persons made literate through Adult Education Programme during the decade 1971-80 is estimated at around 5 millions. It shows that about 110 million adult illiterates in the age group of 15-35 are still to be covered during the Sixth and Seventh Plans if the target of covering all the adult illiterates of the age group of 15-35 as envisaged in the Minimum Needs Programme is to be achieved. The neoliterates acquiring literacy during the Adult Education Programme would need a strong follow-up programme to enable them to retain the new skill acquired by them.

At the time of launching of the NAEP, the cost per learner was worked out at about Rs. 70 per learner made literate. Ten per cent of this was added on account of administration, evaluation and research and then 20 per cent of the total cost was to be provided for follow-up and continuing education of neo-literates. Due to increase in prices, the cost per learner has now gone up. If we assume an expenditure of Rs. 110 per learner, cost of making all the illiterate population of the age-group of 15 and over comes to more than Rs. 2,500 crores at the present cost estimates. The Sixth Plan places emphasis on the coverage of age-group 15-35. It indicates that non-formal education for adults particularly in the productive age group of 15-35 years would receive priority in the Sixth Plan in view of its potential for imme-

* *Appraisal Studies of the Adult Education Programme—their implications for policy planning and management* by Anita Dighe, R. S. Mathur and Prem Chand.

diate impact in raising the level of productivity in the economy. The cost of making the 110 million adult literate of the age-group of 15-35 during the Sixth and Seventh Five Year Plans would be around Rs. 1200 crores. A provision of Rs. 128 crores has been made in the Sixth Five Year Plan. More funds are likely to be available from other sectoral plans.

The above analysis indicates the large problem of illiteracy in the country. Its magnitude is so large that India is the only country (excluding China for which data are not available) where the number of adult illiterates is more than 100 millions. Of the estimated total number of 814 million adult illiterates in the world in 1980, 243 million illiterates forming 29.8 per cent of the total, were in India. The number of adult illiterates in India was more than eight times the number of illiterates in any other country in the world (excluding China). The following table which gives the names of the countries having more than 10 million adult illiterates, indicates the size of the adult illiteracy in India as compared to other countries of the world :

Table III

Estimated Number of Illiterates aged 15 and above—1980

	(in millions)
1. India	243.1
2. Indonesia	29.2
3. Bangladesh	26.9
4. Pakistan	29.8
5. Nigeria	27.6
6. Brazil	18.1
7. Ethiopia	16.7
8. Egypt	11.7
9. Iran	11.1
10. Afganistan	10.7
World Total	814.1

The above analysis shows that the problems of adult illiteracy in India is very acute. The problem is still increas-

ing with the growth of population which exceeds the progress of literacy in the country. However, the planned effort to universalize elementary education for the age group of 6-14 through formal and non-formal methods and to cover the adult illiterates of the age group of 15-35 through adult education programme are likely to improve the situation to a large extent by the year 1990.

ANNEXURE

NUMBER OF LITERATES—1981 CENSUS

Sl. No.	State/Union Territory	Literate population	Percentage of literacy
	India	237,991,932*	36.17*
	States		
1.	Andhra Pradesh	15,989,266	29.94
*2.	Assam	—	—
3.	Bihar	18,163,410	26.01
4.	Gujarat	14,858,075	43.75
5.	Haryana	4,605,649	35.84
6.	Himachal Pradesh	1,777,201	41.94
*7.	Jammu & Kashmir	—	—
8.	Karnataka	14,228,947	38.41
9.	Kerala	17,571,819	69.17
10.	Madhya Pradesh	14,502,063	27.82
11.	Maharashtra	29,695,721	47.37
12.	Manipur	601,943	41.99
13.	Meghalaya	441,077	33.22
14.	Nagaland	324,700	41.99
15.	Orissa	8,964,625	34.12
16.	Punjab	6,791,547	40.74
17.	Rajasthan	8,201,615	24.05
18.	Sikkim	106,780	33.83
19.	Tamilnadu	22,111,593	45.78
20.	Tripura	856,688	41.58
21.	Uttar Pradesh	30,358,013	27.38
22.	West Bengal	22,271,867	40.88
	Union Territories		
1.	Andaman & Nicobar Islands	96,520	51.27
2.	Arunachal Pradesh	126,185	20.09
3.	Chandigarh	291,091	64.68
4.	Dadra & Nagar Haveli	27,578	26.60
5.	Delhi	3,783,611	61.06
6.	Goa, Daman & Diu	604,389	55.86
7.	Lakshadweep	22,018	54.72
8.	Mizoram	290,241	59.50
9.	Pondicherry	327,600	54.23

* Excludes Assam and Jammu & Kashmir.

A Special

Request to the

Readers

AS readers of this Journal and as those deeply involved in the adult education field, you are aware of the late Dr. Welthy H. Fisher's services to the cause of adult education. She was a pioneer of a rare kind.

Dr. Fisher has been the subject of serious study for some time now. It is necessary that we record for our present and future use the lessons from her work and experience. And we also preserve for posterity the quintessence of her wisdom based on her work and life.

In this connection, a study has been undertaken by Miss Golleen Kelly, Associate Professor at the University of Connecticut, USA, on the subject, "Welthy Fisher's Role in Adult Education". It is a serious study and she had requested this Journal to help her to get answers to a questionnaire against the

background of a write-up by her on Dr Fisher. The write-up is reproduced in the following pages along with the questionnaire.

It is requested of the readers of the Journal to complete the questionnaire (and also write something more if in their opinion it is called for). Please tear off the completed questionnaire and send the same to me as early as possible. Since the study is already in progress, sending it with the utmost expedition will greatly help in the work undertaken by Miss Kelly.

The cooperation of readers, whatever their kind and level of interest in adult education, will greatly help in making the study a useful and meaningful one.

Thank you,

J. C. KAVOORI
Editor

Welthy Fisher's Role in Adult Education

WELTHY Fisher has been described as a significant contributor to adult non-formal education in India. Literacy House, founded by Welthy Fisher, evolved patterns of operation through village field work, testing, training and follow-up programmes.

Mrs. Fisher considered literacy education for rural adults a critical part of a comprehensive community directed effort at developing human resources. The functional, practical use of literacy on a continuing, life-long basis was her goal. Aware that overcoming massive illiteracy could not be achieved in the short term, she said one must plan "for a hundred years." By establishing Literacy House, she was the first to recognize the need for a comprehensive, institutionalized programme to demonstrate linkages. She placed literacy and adult education, based on village research, in the main stream of development work. The early on-going evaluation of approaches and materials reflect an open-minded experimental educational technique.

With innate respect for all people, she transcended any narrowly conceived doctrinaire perspective, while at the same time remaining a committed Christian herself. Through the House of Prayer for All People, around which Literacy House

revolved, she attempted to create a reflective and spiritual base to help sustain the high level of her own and co-workers' motivation. She fostered an esprit de corps among the staff reflected in a family like spirit.

Welthy Fisher can be described as a pragmatic idealist. As a public spokesman, she tried to raise the consciousness not only of illiterates but of all levels of society—the general public, urban and rural, as well as those specifically involved in planning and education. The use of publicity was not merely a reflection of pride in her work but an example of motivation and leadership on a national level.

While exacting, Dr. Fisher's personal qualities of enthusiasm* and joy of life were combined with a practical and constructive ability to plan holistically. She both inspired and challenged others to initiate and carry out new ideas. Perseverance and resilience, dedication to her cause were joined to impatience with inefficiency and forgiveness at all stages of experimentation, as long as ideas were being tested. Acting both as visualizer and motivator, planner and executor, she, deftly guided her team towards goals set.

* literally, being infused with God.

QUESTIONNAIRE

1. *Do you agree with the above assessment of Welthy Fisher's role? If not, how would you alter this statement?*

2. *Indicate in general or specific terms ways in which the model provided by Welthy Fisher through Literacy House has had an influence on your work in any of the following areas, indicating when:*

Date

(a) learning village needs

(b) training workers at any level

(c) teaching and follow-up materials

(d) mass communications

(e) women's development work

(f) research and planning

(g) programme extension

3. *How do you evaluate her ideas as applied to the work described above ?*

4. *What qualities of Welthy Fisher's leadership have endured in present day programmes ?*

5. *How has the climate of social awareness been affected by public recognition of Welthy Fisher's work at Literacy House ?*

6. *comments| other*

Name :

Address :

.....

.....

attach additional sheet, if needed.

Learners' Attitude in Adult Education Centres of Tamil Nadu and Pondicherry

(MRS.) SUSHEELA MARIAPPAN

This is a research study undertaken by the SRC, Tamil Nadu, to find out the literacy standards of learners, reasons for their remaining illiterates, awareness of learners and their expectations from the adult education centres.

THE Central and State Governments evince keen interest in the National Adult Education Programme and attempt to implement it to meet the national objectives within the available resources. Government departments work closely with voluntary agencies so that the strategies adopted in implementing the programme would find their maximum output. The assessment of the performance of the programme from time to time by the State Resource Centre of the respective State help the sponsors viz. State Government and voluntary agencies evolve better alternatives in achieving better performance.

As such, the State Resource Centre of Tamil Nadu undertook a study to analyse the learners' attitude towards literacy in Tamil Nadu and the Union Territory of Pondicherry. For the research study, 469 adult learners were interviewed from 14 voluntary agencies, 13 colleges, three Nehru Yuvak Kendras and 10 Rural Functional Literacy Projects. Thirty learners were interviewed from Pondicherry and the remaining 439 learners were selected from the 15 districts of Tamil Nadu.

Objectives

The specific objectives of the study were to find out :

- (a) the literacy standards of the learners ;
- (b) reasons for the learners having remained illiterates ;

- (c) awareness of the learners about the benefits ; of literacy and their attitude towards literacy ; and
- (d) the learners' expectation from the adult education centres.

DATA ANALYSIS

Socio-economic Status of the Learners

The learners interviewed constituted both men and women. Men learners were more than women learners. Men formed about 60%, while the remaining 40% were women. Among the 60% men, 30% were married and the other 30% were unmarried and among the 40% women, 20% were married and 20% unmarried. Majority of the learners belonged to working class. They made their livelihood by working on daily wage basis in farms and construction yards. They formed about 63%. There were some who were self-employed and they were about 10%. About 19% of the learners had small lands. The remaining 8% comprised learners, who did more than one occupation. A common feature observed at all districts of Tamil Nadu and in the Union Territory of Pondicherry was that an average size of a family constituted about eight members. Also it was seen that 40% families had 9-16 members each.

Literacy Standard of Learners

The learners' age ranged from 15 to 45 and above. With regard to their literacy level, a trend was evident that

more the older, lesser was their literacy standard.

About 75% of learners in the age bracket of 45 and above were unable to read and write; on the other hand, it was 44% amongst learners in the age group of 20-24.

Illiteracy was seen more among women than among men. For instance, in the age group of 15-19, 37% were women who were unable to read and write, and it was less than half of this (15%) in the case of men. At the time of the interview, only 11% (6.4% women and 4.6% men) of the learners were able to read and write a few words and 32% were able to write their names (16% men and 16% women).

Reasons for Learners having Remained Illiterates

The learners' poverty stricken condition was found to be the main reason for their inability to continue their education in their early ages. They had to work on land, farms or some form of labour along with the poor elders in their family to maintain their living.

Female learners were handicapped more than male learners in one sense that they needed to remain at home looking after the household duties and infants left at home. The second factor is non-availability of schools in the neighbourhood. This was reported by 10% of the female learners of age 30 years and above. Besides, these, about 13% of male and female learners remained illiterate mainly because they did not have an aptitude for education. About 5% of the sampled learners, being unaware of the benefits of education, did not utilise any opportunity to get themselves educated.

Apart from the socio-economic and cultural impediments, the research team

probed further to enquire whether the learners were aware of the benefits enjoyed by a few educated people in the society. About 93% of the learners made a mention that they knew that literacy had helped a few to find good place in the society to earn and live a better life. The learners below 30 in age seemed to be more aware of the benefits of education than the learners above 30 years.

Attitude towards Literacy

In an informal way, a question was thrown to them as what is their attitude towards literacy. About 96% men and 94% women expressed their positive attitude and their desire for literacy. However, a general observation was that the learners above 30 years were not keen to learn and were less interested in being educated. Men being more mobile and involved in social and civic affairs were found to be more knowledgeable of educational system in schools than women.

Awareness about the Present System of Education

It was observed that only 59% of the men and 56% of the women had adequate knowledge about the present system of education. About 23% of men and 26% of women had partial knowledge while 18% of men and women were completely ignorant of the advantages of the education system. Among both men and women, the group of people in the age group 25-29 years were better aware of the facts connected with education than learners in other age groups. About 32.5% of men and 26.5% of women, who were above 45 years, had practically no knowledge of the system of education and its implications to society.

Awareness and Expectation

Men were in general more aware of
(Contd. on page 30)

Toward cent percent Literacy—a Model from Philippines

VIJAY KUMAR GUPTA

The paper provides an interesting background of adult education in Philippines, which is of considerable importance and interest to India because the intelligentsia in Philippines bears similarity to India.

THE problem of peace, freedom and democracy are inseparably linked with the problem of education. To the extent that a nation possesses an enlightened, intelligent and dynamic citizenry will its real freedom be attained, democracy secured and the foundation of lasting peace laid.

The stability and strength of a democratic society depends upon the quality of its citizens. If democracy is to be a service and if peace is to be permanently established, the foundations for its defence must be built in the minds of men. In developing countries of the world, where widespread poverty, ignorance and illiteracy prevail, the education of the adult becomes an imperative as the education of the child. Another justification for adult education lies in the rapidly changing tempo of modern living. The present world is a world of rapid changes brought about by advances in science and technology, which have created a gap between physical power and their effective social control. It is the task of adult education to bridge this gap between technological advances and social control. Adult education must provide life-long and continuous learning that will enable the adult not only to make new adjustments to the changing environment but also to gain control over it.

In India and the Philippines, the historical drives, ethnic composition, cultural conflicts and language problems are similar. Both countries have many characteristics in common; social customs and traditions, economic difficulties and financial limitations, democratic, political organization, diversity of dialects and languages, widespread poverty, illiteracy, ignorance, disease, malnutrition and superstition. The problems of a individual country, however, can be understood only in the context of its setting, background and determinant. India with its historical background of ancient civilization, centuries of foreign domination, a socio-economic setting characterised by caste stratification, poverty, illiteracy and economic backwardness, offers one of the biggest educational challenge in the world of today. India, like all other developing countries, finds itself on the threshold of the technological age with such a burden of national illiteracy that only a very small part of its population is able to comprehend the kind of world in which they must function if the country is not to slip further behind in national wealth.

The Philippines offers an interesting case of an agricultural oriental country, where the impact of Western culture has left its indelible imprint. This paper

deals with the study of adult education programme in Philippines with special reference to the ideas that India can borrow for the enrichment and improvement of her adult education programme.

Concept of Adult Education

Adult education should be understood to mean as the education of the complete man with a sense of duty, right and citizenship both, as an individual and as member of the community. Under the programme of community development and national extension services, adult education has become synonymous with "community uplift through community action."

In Philippines like-wise, adult education went through a process of transformation from its theoretical beginning as civic educational lectures and community assembles to the present one of adult education for personal and community uplift. As it is now being carried out in the Philippines community school, adult education is an integral part of education for community living. The Philippines community school, which is the chief agency in the Philippines that carries out the work of adult education, is one which serves the total population of the community school children as well as the youth and adults out of school, and is based on the philosophy that the school and the community are two integrated interacting institutions, each one enriching and, in turn, being enriched by the others, that the school has a unique responsibility for learning in community improvement activities in which both children and adults in the community participate.

Nature and Scope of Adult Education

In both India and the Philippines, the content and scope of adult education has been expanded to include besides literacy, other aspects of human living. The Philippine programme includes :

(a) Reading and Writing : This subject includes the development of the ability to read and write simple messages and brief personal letters and notes ; to read and understand vernacular newspapers and easy reading books ; and to understand the meaning and use of commercial and business instruments such as paper money, moneyorders, cheques, public advertisements and notices.

(b) Arithmetic Computation : This includes simple arithmetic problems related to market deals, prices of important commodities, cost of materials, products of farm and industrial business, household purchases and ordinary family transactions.

(c) Health and Sanitation : This includes the development of essential skills, practices, and attitudes related to home sanitation, such as proper installation and use of toilets, proper disposal of garbage, proper construction of drainage, better home arrangements and closer cooperation in community health activities.

(d) Citizenship : This includes activities that encourage participation of adults in community projects. It lays emphasis on the acquisition of basic knowledge about such matters as the obligations and duties of citizens, local ordinances and government policies, tax regulations, payments, peace and order.

(e) Vocation and Industries : This is intended to provide adult students with essential knowledge of the vocation and industries available in the locality and to arouse in them a desire to engage in gainful economic activities.

(f) Continuing Education : The programme of continuing education is designed for out-of-school youths and adults for the improvement of their ability or increase their competence in the vocational, social and other fields of human endeavour. The continuing education

programmes generally includes courses in cultural or personal enrichment, vocational development, practical crafts, health and safety education, home and family education, civic and citizenship education, women's education, workers' education.

Aims of Adult Education

In both countries, adult education aims at developing functional literacy, instil a consciousness of the rights and duties of citizenship, impart knowledge of the laws of personal and community health and hygiene, provide training in crafts as a means to economic improvement, teach the wise use of leisure in worthwhile recreational activities, impart knowledge of the history, culture and problems of the country and the world at large.

Administration and Organisation of Adult Education

Philippines has a highly centralized system of education with administrative responsibility at the highest level (National or Central) resting on the Director of Public Schools, who is responsible to the Secretary of Education. The function of adult education under the present set up of the community school is carried out by the Bureau of Public Schools through the Divisions of Adult Education at the national level, through the Superintendent of Schools at the divisional or city level, through the district supervisor or secondary school principal at the next lower level and through the elementary school principal at the municipal or town level.

The task of the adult education is shared by Civic and Welfare Organisation, of which the most prominent is the Parent-Teacher Association. At the local level, the community improvement programme of the community schools is carried out by a local organisation called the *purok* or zone, which consists of several families living together in the same

neighbourhood. There are several units in one community which a coordinating council to coordinate the work of all the *puroks* in the community.

Adult Education Programme, Scheme, Methods and Techniques

In as much as the programmes of adult education operate through the Philippines community schools, all teachers are involved either directly or indirectly in strengthening the curricular and extension service programmes of the schools.

Generally, there are two approaches in promoting literacy and adult education in Philippines :

- (i) the direct or the launching of the programmes spelled out in the form of educational projects, and
- (ii) the indirect or through the school curriculum.

Coordination of Community Group Efforts

At the outset, a study of community organization is made such a study, which does not need to be far elaborate, for the purpose of coordinating and utilizing local efforts for the promotion of the programme.

Identification of Educational Needs and Problems

Educational needs and problems are identified through a community survey and/or observation covering literacy, occupational activities, health and sanitation, recreation, community resources, etc.

Preparation of Local Training Programme

Programme preparation is based on survey findings and interest of student participants. This includes determining of course objectives, time table or duration of each of the courses, and educational processes to be followed.

Preparation of teaching guides or syllabi and materials is a joint responsibility of the research and curriculum section in the central office together with the teachers. The teaching aids are prepared by the teachers with the help of supervisors.

Organisation of educational projects under each programme on the basis of the locally prepared training programme and project activities are organised and conducted by the teachers. The programmes for literacy promotion, citizenship education and vocational training is through an integrated treatment of project activities.

Financing

In Philippines, adult education programmes are financed by the national government from funds appropriated for the purpose by the Philippines Congress. The national aspiration for adult education is very meagre. A large part of the financial burden is borne by the people of the community and civic organisation, the contributions being in cash, labour or material.

Training of Adult Education Workers

In Philippines, colleges of education and public normal colleges offer courses in adult education and the community school-in-service training is provided by seminars, workshops, demonstrations, conventions, conferences, institutes, inter-visitation. A training centre has been set-up in Bayambang with the help of UNESCO for the purpose of training graduate teachers in the technique of the community school.

In India, the adult education movement has not succeeded in arousing the village people for better living but in the Philippines, the success of the Philippines community school in effecting community improvement is almost phenomenal. Adult

education in the Philippines is a nation-wide movement. It has passed through several distinct stages in the process of meeting of the problems and needs of the adult population, including out-of-school youths. The programme is continuously expanding with the launching of educational projects, designed to meet the various changes that are taking place in the socio-economic and political development of the country. It has seen operating with legal basis as an integral part of the Philippines community school programme.

In India, some of the outstanding weaknesses of the present adult education movement are : lack of trained personnel, lack of enthusiasm on the part of the people of importance and value of adult education, absence of specialist staff at the district and state levels, lack of appreciation on the part of the government functionaries for the role of adult education programme of community development and national extension, too much dependence of villagers on government aid, lack of clearly defined objectives on the part of the adult education workers, lack of adequate funds and lack of follow-up materials. We don't have the psychological atmosphere (as in Cuba) to generate enough motivation among the illiterate adults so that he keeps on coming to a centre for a sufficiently long period, about a year or 400-500 hours, to acquire literacy.

Educational development in Philippines is of considerable interest to India. This is particularly because the background of the intelligentsia in Philippines bears some similarity to that of India.

Implications of Philippines Adult Education Programme to India.

1. Unique responsibilities of the school for the reconstruction and im-

provement of the community ;

2. Fuller utilization of people's organisations ;

3. Possibilities of the unitary approach in community development ;

4. Integration of adult education with the regular school programmes, community service rendered by the school children ;

5. The possibilities of the "Little Teacher" technique in teaching literacy ;

6. Utilization of community resources for the enrichment of the curricular for both child and adult ;

7. "School on the Air"—a school on the air programme should be instituted to bring to the rural people the latest form and home technologies to inform them of the development programme of the government, how these programmes will ameliorate and improve the qualities of their lives, and the contributions that they can make to these programmes. The objectives of the programme is also to provide information on home industries, community developments, nutrition, pollution control, family planning, health services, natural resources conservation and other related matters ;

8. Schools should be run on the pattern of Philippines community schools to integrate the adult education with the education for community living. Such schools should be based on the philosophy that school and community are two integrated interacting institutions each one enriching the other ;

9. The responsibility of adult education should be shared by civic and welfare organisations—like parent-teacher association. Some families of neighbourhood join and share the responsibility of community improvement programme—on the pattern of *purok* in Philippines ;

10. Participation of school teachers in the adult education programme is very much needed to strengthen the adult education programme ; and

11. Besides the government aids, local bodies, and organisations should be made to contribute and come forward to enrich the programme.

What other Steps should be taken ?

To set up development process, it would be necessary to offer other types of adult education particularly relating to decision-making. Education of industrial workers and professional people to improve their occupational or professional competence is extremely important. It also enables the workers to be more effective in their participation in social, economic and political development taking place in the country ; local co-operative education in Tanzania, where the secretaries and clerks in the marketing sectors are also engaged in promoting literacy is a functional example.

Use of Mass Media

A working programme for the use of radio, illustrated pamphlets and local newspapers should be organised not only to motivate the promotion of functional literacy, but also to increase the effectiveness of post-literacy programmes. The radio programmes should be of enrichment and instructional type, scheduled on weekly broadcast in the major dialect. Listening groups are to be organised with direct group discussion and preparation of feedback. Newsletters and illustrated pamphlets should be sent direct to neo-literates.

Publicity

Wide publicity about the benefits of adult education should be made through posters, advertisements, pictures, cartoons, films, etc. The public relations department should have the responsibility

for its wide coverage. It is unfortunate that even an important programme like that of adult education has not been given publicity in an adequate way. Once an adult education campaign is successful, other problems are automatically solved. If the illiterates can be made aware of, other problems, like population explosion, pollution, etc., can be solved through education.

For a fuller utilization of the services of college students through national social service and youth leadership camps, national adult service scheme should be implemented at the college and university levels and due weightage should be given to those students, who participate and do commendable work. The university given degrees should be linked with the programme. After graduation, the students may be sent to the villages to serve the illiterate community. Proper incentive may be given in the form of stipends.

Instead of teaching/practice at the B.Ed. level, the pupil-teacher should be sent to villages to teach the adults for atleast three months. The newly trained graduates should be appointed as the adult education teachers, in each village in the usual grade to enhance the adult education programme. The teachers will accept this assignment with enthusiasm instead of teaching in the private schools at the rate of Rs. 60-100 per month. The teachers should be appointed in their own village as they would easily establish rapport with adult learners and prove more effective. The private agencies, organizations should be encouraged to collaborate in the adult education programme.

The government schemes should be stable, if the adult education programme is to be implemented successfully.

The Marxist philosophy should possi-

bly be utilized here in India and adult illiteracy should be fought on war footing as it was done in Soviet Russia in the second decade of this century. From the very outset, it was clear to them that it would be impossible to build a new society in a country of illiterates. Therefore, a nation-wide educational offensive was launched against illiteracy of adults. On December 26, 1919, the Soviet Union issued a decree signed by Lenin on the elimination of illiteracy among the people. Lenin called on all the citizens to join the fight against illiteracy. □

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IAEA NEWS

POPULATION-EDUCATION-RELATED ADULT EDUCATION PROJECT

The Population-Education-Related Adult Education Project, being implemented at Rewari, Ajmer and Angul by the Indian Adult Education Association with the financial assistance of Family Planning Foundation, provides for development of suitable materials according to local requirements.

For this purpose, the Ajmer Adult Education Association organised a workshop at Ajmer from January 20-24, 1982. A team of experts from State Resource Centre, Rajasthan, Jaipur and Adult Education Department of the Rajasthan University, participated in this workshop.

Mr. S.P. Chawla, Project Co-ordinator at the IAEA, attended the workshop and provided guidelines and a suggestive format of the broad coverage for development of materials.

The exploratory work done at Ajmer will be continued at Jaipur.

NEWS FROM THE FIELD

REFRESHER COURSE ON POST- LITERACY AND FOLLOW-UP

The Directorate of Adult Education, Ministry of Education and Culture, in collaboration with the National Institute of Educational Planning and Administration (NIEPA), organised a refresher course for District Adult Education Officers in New Delhi, from January 18-23, 1982. The course focussed attention on post-literacy and follow-up work.

The objective of the orientation programme was to review the work done by

the District Adult Education Officers since their initial training in the light of the capabilities they had developed earlier : to understand the types of problems adult education programme experienced and how these problems were resolved by DAEOs; to identify the problems, related to post literacy and continuing education programmes as being organised, at present, or envisaged to encounter after the completion of the initial literacy programme ; and to find out and discuss about the most appropriate approach to post-literacy programme within the existing resources.

The inaugural session of the programme was chaired by Prof. Moonis Raza, Director, NIEPA ; and Mr. S. Ramamoorthi, Joint Secretary, Ministry of Education and Culture, Government of India, was the Chief Guest.

Mr. Ramamoorthi in his address said that several lakhs of adults had been made literate but unless post-literacy and follow-up programmes were arranged for them, the efforts would go waste as they were likely to relapse into illiteracy in the absence of systematic follow-up and post-literacy programmes.

Prof. Raza emphasised that adult education was at the heart of entire spectrum of education system. He said that inclusion of this programme under the 20-point Programme of the Prime Minister showed clear commitment of the Government. He stressed that adult education should be the concern of all the Ministries and Departments and not merely the responsibility of Ministry of Education alone.

The course content included methodology of preparation and sources of materials for post-literacy and follow-up; management and planning of post-literacy and follow-up ; identification of materials and their resources for post-literacy and

follow-up; role of mass media for post-literacy and follow-up; population education and other social areas of national concern in adult education programme; and material preparation for post-literacy and follow-up.

Mr. J.L. Sachdeva, Documentation Officer and Mr. R.S. Mathur, Assistant Editor, Indian Journal of Adult Education from the Indian Adult Education Association, participated in this programme as Resource Persons.

SRC/BENGAL SOCIAL SERVICE LEAGUE, CALCUTTA

The State Resource Centre for Adult Education—West Bengal (Bengal Social Service League) organised six training courses for instructors during the quarter, October-December 1981. Six hundred and fifty-two instructors from universities, colleges and Rural Functional Literacy Projects participated in the training programmes.

The SRC also organised a ten-day training course for supervisors. Sixteen persons attended it.

The SRC brought out the following books during the quarter:

- (a) *Ki Kore Sustha Thakbo* (How to Stay Healthy)
- (b) *Meyeder Sakshrata* (Literacy for Women)
- (c) *Amader Katha* (Our Story)

Charts, flashcards, and flannelgraphs were also produced during the period. Visual materials on learning/teaching for women and girls were also produced by the centre.

REGIONAL RESOURCE CENTRE/ PANJAB UNIVERSITY

The Regional Resource Centre (RRC), Panjab University, Chandigarh, celebrated World Food Day on October 16, 1981. A three-day training programme

was organised in collaboration with the Community Canning and Food Nutrition Extension Office, Food Preservation Centre and the Department of Food, Government of India.

About 50 participants from Adult Education Unit, Union Territory, Chandigarh, field functionaries from the Block Development and Panchayat Departments and the Child Welfare Council U.T. and Panjab attended the training programme.

Training was imparted in preservation of foodgrains, preparation of cheap nutritive food and methodology of storage.

SEMINAR ON DISABLED PERSONS

The RRC organised a two-day seminar on disabled persons on November 25 and 26, 1981, in Chandigarh. The collaborators in this seminar were various teaching departments of the Panjab University and the Social Welfare Department of U.T. of Chandigarh.

The seminar discussed child disabilities, mental retardation, social rehabilitation, legal measures and medical aspects and drew out an action plan.

About 70 delegates attended the two-day meet.

An exhibition of works of art by the disabled and others was organised on the occasion by the Department of Fine Arts, Panjab University, in collaboration with the Government College of Arts, Chandigarh.

Writers' Workshop

The RRC collaborated with the Department of Extension Education, Punjab Agricultural University, Ludhiana, for a four-day Writers' Workshop at Ludhiana from December 2 to 5, 1981. The workshop was aimed to prepare literature for women neoliterates.

NEHRU YUVAK KENDRA, CHANDI-GARH

The Nehru Yuvak Kendra, Chandigarh, organised recently six courses under their 'Hobby Class' scheme and trained 161 persons. The courses included cutting and tailoring, cooking, painting, doll-making, interior decoration and tailoring.

The Kendra organised a Youth Conference in November 1981. Sixty youth from the surrounding villages participated.

POLYVALENT ADULT EDUCATION PROGRAMMES

The Shramik Vidyapeeth, (Polyvalent Adult Education Centre), Delhi, proposes to hold the following part-time short duration educational-cum-training programmes during March-May, 1982.

- (1) Watchmen/Security guards
- (2) Peons/Messengers
- (3) Fire fighting and Maintenance of Fire Extinguishers
- (4) Proof Reading
- (5) Duplicating Machine and Electronic Scanner Operators
- (6) Car Drivers
- (7) Operation and Maintenance of Audio-visual Equipments
- (8) Library Attendants
- (9) Radio/Transistor Repairs
- (10) T.V. Repairs
- (11) Carpentry
- (12) Scooter Repairing
- (13) Cottage Industries
- (14) House Wiring

Further information can be had from : Mr. R.D. Jaiswal, Director, Shramik Vidyapeeth, Directorate of Adult Education, West Block No. 8, Wing No. 7, IInd floor, R.K. Puram, New Delhi-110022.

CRESCENT—PEOPLE'S OPEN RURAL UNIVERSITY

Comprehensive Rural, Educational, Social, Cultural and Economic Centre—People's Open Rural University—is an autonomous educational institution for the study, research and training of various facets of rural reconstruction (educational, social, cultural and economic).

The activities of the CRESCENT include (a) rural reconstruction (b) community development (c) development education including non-formal education (d) adult education (e) study, research and training (f) research promotion (g) rural mass-communication (h) documentation and dissemination of information (i) publication (j) planning, monitoring and evaluation and (k) policy-making.

Among community action programmes, CRESCENT runs 100 adult education centres, TRYSEM Project, youth development centres, career planning and vocational guidance bureau; gobar gas plant and rural daily newspaper.

It is publishing two monthlies entitled: *Prachaya Bharati* and *Dharam Chakra*.

Further information can be had from Mr. U.K. Singh, Convenor, CRESCENT—People's Open Rural University, Mandar Vidyapeeth, Bhagalpur, Bihar.

NEWS FROM ABROAD

COMMONWEALTH FOUNDATION AWARD TO JAYAGOPAL

Dr. R. Jayagopal, Professor and Head, Department of Adult and Continuing Education, University of Madras, has been selected for the Commonwealth Foundation Award for participating as an Indian delegate in the meeting to be held at the University of Hull, U.K., March 21, 1982.

The subject of the Seminar is "Organisation, Planning and Research in Adult Education in Commonwealth countries".

Learners' Attitude in Adult Centres of Tamil Nadu and Pondicherry

(Contd. from page 20)

the existence of the adult education programme in the region. Among the 99% of men, who were aware of the existence of the programme, only 91% were knowledgeable about the benefits of the scheme, while among women all the 94%, who were aware of the programme, had also known the benefits of the scheme. About 9% men and 6% women vehemently disapproved the existence of any benefit out of this programme.

The expectations of the learners from the adult education centres were divided into three areas. They were :

- (a) wish to learn to read and write ;
- (b) wish to have exposure on awareness in general ; and
- (c) wish to have exposure on functionality.

The learners, who wished to be informed of all the above mentioned three combinations (a, b & c), were in higher percentage (63%). The learners interested in literacy and numeracy were 26% ; less than 1% in awareness and 4% in functionality and remaining 6% in literacy, numeracy and functionality.

Regarding the age variation involved, the participants in the age group 15-29 years were found to be more conscious of availing of the benefits of education through the centres and ambitions to have all possible benefits of the programme. Taking the sex ratio, men were better aspirants. Out of 63% learners, who had inclination for literacy, numeracy, awareness and functionality, 37% were men and 26% were women.

From the findings of the research study and the participant observation of the adult education centres, the research team gives the following recommendations for more effective and efficient implementation of the programme :

- (a) In order to arouse and sustain the interest of adults in learning, more time in the centres may be spent in group discussions, panel discussions, role-plays, problem dramas, sharing of experiences, finding solution to common problems and in cultural activities like Villupattu, Kathakalathebam, etc. The learners need to be encouraged to take part in them.
- (b) An increase in the honorarium of the animators from Rs. 50 to Rs. 100 may help them to work with increased energy and fervour.
- (c) Enough finances may be provided to the centres to start a learning-cum-production centre and thus to help the poverty-stricken adult learners to earn a little while they learn.
- (d) Directorate of Audio Visual Programme may be requested to give publicity to the programme of adult education of the Government through advertisements in the local journals and periodicals through posters, slides in cinema houses, etc.
- (e) Frequent and surprise visits by the Government functionaries may arouse the interest and enthusiasm of the animators to teach and that of the learners to learn. □□□

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BUILDING CITIZENS OF TOMORROW

WITH a student population of 13.16 lakhs, Delhi is an important Educational Centre of the country. Delhi Administration is today not only meeting the educational needs of about 25,000 additional students every year but is also taking adequate steps towards bringing about qualitative improvement and making education an effective instrument for building better and useful citizens of tomorrow. In the Sixth Plan, an outlay of Rs. 45.53 crores has been proposed. The actual expenditure in 1980-81 was of the order of Rs. 11.84 crores, whereas the anticipated expenditure for 1981-82 is Rs. 13.39 crores. For 1982-83, outlay of Rs. 20.88 crores has been approved.

SOME SALIENT ACHIEVEMENTS IN 1981-82

Expansion of Schooling at Middle and Secondary Level

To meet the educational needs of 25,000 new entrants, 280 new sections were added to the existing 14,522 sections by opening of 8 Middle Schools, bifurcating 7 and upgrading 14 schools. At present, besides 191 Government-aided schools, there are 696 Government schools.

Non-Formal and Adult Education to Meet the Needs of Poor Sections

Twenty-five new centres of non-formal education were opened for children in the age group of 8-14, who cannot attend regular schools; 10,000 students are receiving education upto 12th class through correspondence courses being run by the Administration. About 30,000 adults attended at 1,300 Adult Literacy Centres. Besides, 12 adult evening schools provided schooling upto high school level to adult students who are working.

More Facilities & Incentives to Students from Harijan/Backward Community

Six thousand students were provided free school uniforms, 9,000 received free text books, 1200 were given remedial special coaching, 1,800 girls in rural areas were provided free transport, all Harijan students enjoyed Freeship, and Scholarship were provided to students who excelled in studies or sports.

Making Education Socially Useful

Besides the regular streams of Humanities, Science and Commerce available to students, vocational streams in 16 schools are being run. Agriculture has been introduced as a subject in some of schools in rural areas, while Work Experience is a must for all students. Science has been introduced from Primary classes onwards.

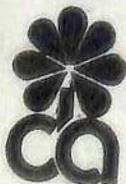
Qualitative Improvement

Measures like inservice teachers' training and re-orientation courses, setting up of a State Educational Research and Training Institute and 4 Science Centres, expansion of Laboratory and Library facilities, stricter and better supervision etc., have gone a long way towards qualitative improvement of education in Delhi schools.

Spurt to Sports and Cultural Activities

Sports are being encouraged in all the schools. Physical Education teachers and coaches have been appointed and facilities of sports-gear, playground and swimming pools have been provided. Three big sports complexes are nearing completion.

LET US ALL BE PARTNERS IN THE TASK OF
BUILDING CITIZENS OF TOMORROW

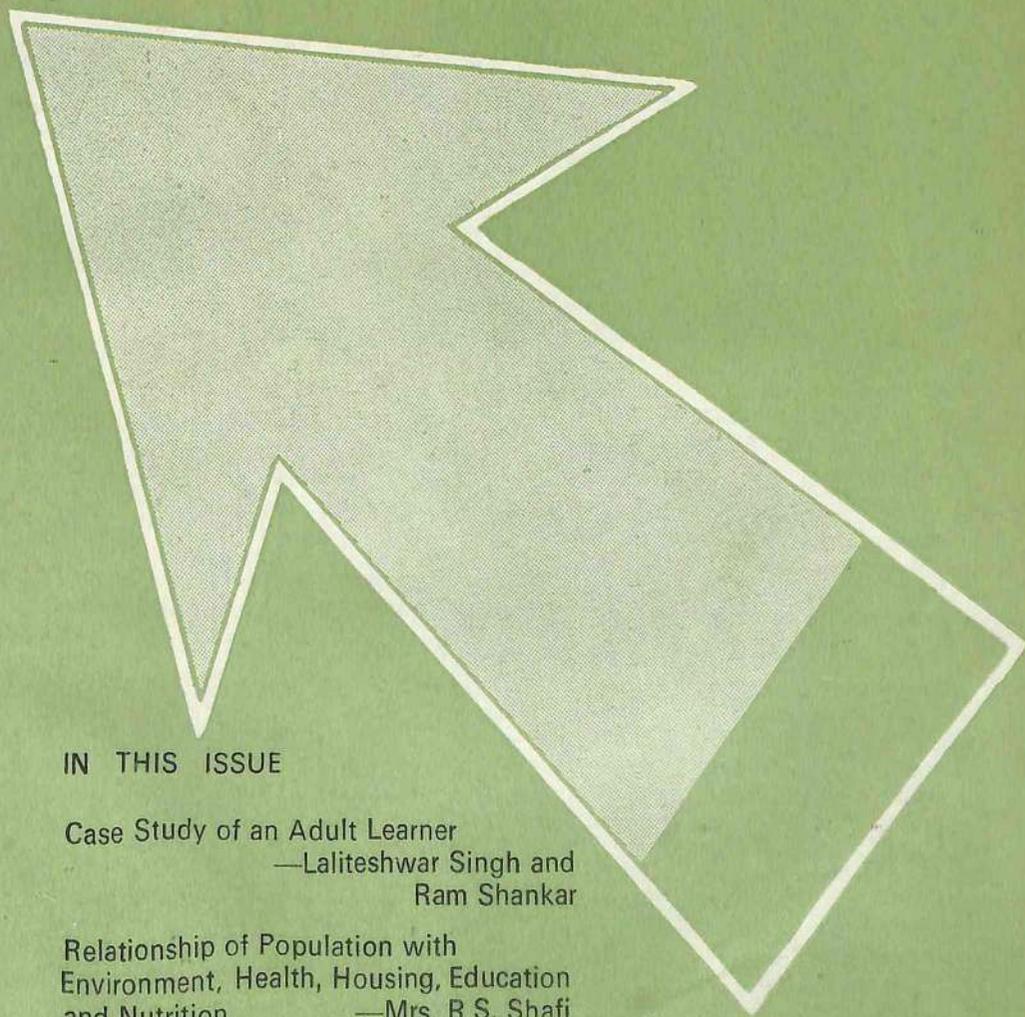


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Vol. 43 No. 2

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IN THIS ISSUE

Case Study of an Adult Learner

—Laliteshwar Singh and
Ram Shankar

Relationship of Population with
Environment, Health, Housing, Education
and Nutrition —Mrs. R.S. Shafi

Adult Education for Women

—R. R. Sharma

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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An Important Point

THE new 20-point programme commended to the nation by the Prime Minister, Mrs. Indira Gandhi, has been with us for a few months now. As activities or programmes for the nation to move forward towards its stated developmental goals, they are most welcome. The number, order or sequence of these do not represent any priorities, as far as we can discern. Each of them is necessary and important. The fact that adult literacy is point number 16, way down in the list, should not discourage those involved in adult education in one way or another. But what should concern us is what is the significance of point number 16 as spelt out. An exercise in understanding and interpreting this may prove to be worthwhile.

Point 16 is stated as, "Spread universal elementary education for the age group 6-14 with special emphasis on girls and simultaneously involve students and voluntary agencies in programmes of removal of adult illiteracy." As a point among twenty, it cannot by any stretch of imagination be complete and comprehensive. It is basically indicative. Viewed even in this fashion, there are elements and aspects both welcome and somewhat unclear, in the point. Focus on the age group 6-14 is a must and therefore most welcome. Poor school enrolment and more so the continuing drop-outs at an alarming rate both create and aggravate the problem. Reinforcing this was both timely and critically necessary especially with the clear and unequivocal stress on the girls in this age group. The ideas about involving the students and voluntary agencies in the eradication of illiteracy are nothing new. They are ideas with us for some time and do exist as practices and programmes as part of our national programme — not all of it exactly adequate or satisfactory. The ideas or suggestions occurring as part of the point, let us hope, reflect a newly emerging critical priority in adult education. If it is not so, it is not only regrettable but something that should cause real concern.

The words, "adult literacy", let us hope, represent not just the three 'Rs' but education of adults for progress and development and one of the key instruments for fighting poverty which stalks this land. It is time the Government took the trouble to elaborate point number sixteen in all its ramifications for the edification of all concerned.

Looking at the 20 points point by point, one can discern that most of them are not mutually exclusive. They are part of a developmental mosaic so necessary for this country.

Dissemination of dry land technologies to the farmer (point 1), strengthening and expansion of the Integrated Rural Development and Rural Employment Programme (point 3), implementing land ceilings (point 4), minimum wages for agricultural labourer (point 5), rehabilitating bonded labour (point 6), accelerating programmes for the development of scheduled castes and tribes (point 7), programmes for women and children (point 15), programmes of social and farm forestry, to name some of the points, all have educational component or aspect of no ordinary importance or urgency. Adult education should become an integral part of all development endeavour as stated and implied in the 20 points. Adult education in turn should be flexible, relevant, meaningful as a concept and practice so that it gets easily and effectively dovetailed into the various developmental efforts in the country. Viewed in this way, adult education makes developmental processes both easy and effective.

If Adult Education is not so, then it is pointless to have points.

□□□

Case Study of an Adult Learner—Sriram

Laliteshwar Singh and Ram Shankar

The present case study of an adult learner reveals certain significant aspects of adult education work in rural areas. It is the story of an adult learner—Sriram, who, for lack of facilities remained an illiterate but as soon as a centre was opened in his village, he lost no time in availing of the opportunity. He used his literacy skills to economic advantage and is now a happy and contented man. He realises the importance of literacy and education and has a keen desire to provide education to all-members of his family.

SRIRAM is a resident of Hindu Khera, in Amausi village, about a kilometer away from the Amausi railway station (U.P.). It is a developing village of Sarojininagar Block and is linked with the Lucknow-Kanpur national highway by a narrow metalled road. It has a population of about nine hundred people of different castes, with a sizeable section of scheduled castes. Among them, nearly 400 belong to *Pasi* caste and 200 to *Kori* caste. The rest of the population is distributed among four other castes: *Yadavas* (about 150) and *Kumhars* (about 100). There are only eight families, consisting of about 50 people, who belong to upper castes, *Brahmans* and *Kshatriyas*.

Seventy per cent of the village population depends on land and on occupations connected with agriculture. There are some landless families, mostly of *Koris* and *Pasis* in the village. The members of landless families work as manual labourers in the village as well as outside.

Twenty-five per cent of the village population is literate. While members of the upper castes are all literate, *Koris* and *Pasis* are mostly illiterate. A few persons of the village are well educated, some of

whom are in government service and some in private sector. The percentage of literacy among the females is low. There are only few families whose female members are literate.

A number of visits were made to the village Hindu Khera for a case study. The adult education instructor was contacted and a discussion held with him. It was found that some learners had already lapsed into illiteracy. Some others could only write their names. With the help of an adult education instructor and some learners, three learners were identified who had made some progress in literacy learning and were making some use of literacy skills which they had acquired. Sriram was one of them.

Sriram was born in a poor landless *Harijan* family, twenty-four years ago. His father Shivilal, was a labourer, who had no opportunity to become literate during his early years, and now considers himself too old to learn.

Shivilal has a big family consisting of seven sons. Sriram is the third among his children.

Sriram is the first among the family to receive education. His father did not

think it proper to educate his children unlike children of other families who were sent to the nearby school in the adjoining village called Amausi. There were only three earning members in the family. The fourth was Sriram, who became an earning member at the age of only thirteen years because the financial condition of the family was too bad to meet the basic needs of the family, consisting of ten members.

Sriram started life as a manual labourer. Firstly, he worked in the village. After one year, he started to work outside the village. He worked in the agricultural fields at the time of harvesting but during the lean period he worked as manual labourer elsewhere.

Sriram was not satisfied with his job because of the unsatisfactory working conditions and low wages. He worked hard in the fields but did not earn a good remuneration. At the age of 16, he realised that he could earn more in the city as he saw other labourers of his village going to the city and earning more than him. He decided to go to the city and was able to earn a good living wage. His hope was fulfilled.

He worked there as a helper to a mason. Fortunately, he got an opportunity to work with a private contractor through the help of some other labourers. Here he observed a man, called 'mate' by his fellow-workers. He did not do any hard work as did others but to his surprise, he (the mate) earned higher wages. The 'mate' maintained a register for recording the attendance of labourers. He could do the work because he could read, write and count.

Sriram thought that he too could do the work as a 'mate' if he could read and write. He realised his limitations, being an illiterate. He returned home as his work came to an end with the contractor.

There was no adult education centre for persons like him at that time. He was eager to learn to read and write. He started learning from the school-going children of his village, without much success. He could not give more time to practice reading and writing because he worked in the village and outside.

A preliminary survey was conducted in 1978 and it was discovered that there were many young men and women, who desired to learn to read and write. Consequently, two adult education centres were started—one for men and another for women under the National Adult Education Programme, a project launched by the Literacy House in the Sarojini-nagar Block of Lucknow district.

Satya Narain Yadav, an educated unemployed young man, was selected and trained to work as an adult education instructor and serve his illiterate fellow villagers.

Adult Education Centre of village Hindu Khera for men was located in the front room of Rameshwar Yadav. The total enrolment in this adult education centre rose to thirty-three. The learners belonged to four different castes, comprising 13 *Koris*, 11 *Pasis*, six *Kumshars* and three *Yadavas*. They belonged to different age groups. Fifteen learners were in the age group of 14 to 20 years, seven 21 to 25 years and ten 26 to 30 years. Only one learner was 35 years old.

Motivation to become literate was already there in Sriram. When he learnt about the opening of an adult education centre in his village, he contacted the instructor and got himself enrolled.

Sriram attended the learning sessions regularly. He picked up reading and writing simple words within a short period of four months. After nine months, he could copy sentences from his

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Relationship of Population with Environment, Health, Housing, Education and Nutrition

(Mrs.) R. S. Shafi

Population education is an important factor affecting the way of life of the people, their attitude and behaviour. The author, in this short paper, focuses attention on the close relationship that exists between man and his environment, health, housing, education and nutrition, each contributing in no small measure to the progress and development of the community at large.

THE concept of population creates images in our mind of people living in their geographical surroundings. We think of important factors affecting their way of life, their attitudes and behaviour.

We categorise people according to their age, occupation, education and economic status. We examine their family relationships and pattern of communication and accordingly grade them as good, bad, generous, thoughtful, selfish or sacrificing types. We try to see their dispositions in terms of physical health and temperaments and, accordingly, declare them as healthy or sick people. We observe their surroundings, their habits and practices in relation to personal hygiene and environmental sanitation and pronounce them as neat and clean or unclean people. Our findings about their fertility behaviour, pattern of care of the young and the aged help us make judgements about their being responsible or irresponsible type of people. We call them successful people if they plan their lives according to their resources and abilities for coping with situations. We call them intelligent, diligent or lazy, according to their

mental and physical activities and accomplishments. Population, in short, means a number of people living in a particular geographical setting, having set patterns of behaviour and living standards within a particular life-span. Each of these characteristics, in turn, are affected and influenced by several other social, cultural and ethnic variables. Some are natural and inherent in certain groups of population, while others are made to be enforced by the people themselves on their own population groups. The question of population is also concerned with its size in proportion to its own resources of land and environment.

Population and Environment

There are several environments, which are made by man. The simplest examples of these may be taken from human inhabitations for living and working. These are created by man for increasing his own productivity.

Environment loses its ecological balance and becomes polluted when it is over-crowded by fast growing population or industry. Its natural resources are eroded by dense construction of houses, felling of trees for industry and by disposing of industrial and human wastes

indiscriminately into its waterways. As population continues to grow at a rapid pace, it starts showing its bad effects over the natural and physical environments. Some of them are enumerated below :

- The air gets polluted as its oxygen is consumed by man and industry and there are no green trees to replace its normal volume. The auto-fumes of fast-moving traffic further add to the pollution of environment ;
- Green areas and woodlands are consumed by houses and industries, leaving little room for agriculture ;
- Land-spaces are occupied by inhabitations, industry, rail and road communication ;
- Waterways are not only polluted faster but also become silting grounds of different kinds of wastes and pollutions arising out of human and industrial wastes.
- Smoke, dust and manufacturing fog, shroud the upper spheres of environment, hiding the blue sky, leaving man to his own devices of artificial living.

Population and Basic Amenities

It is a common experience of the urban communities to see cities turning into slums and slums into squalor due to the rapid influx of population. Civic amenities become inadequate. Drinking water becomes scarce. Safe disposal of night-soil and household garbage create problems. There are scarcities in housing, lighting, transportation and food supplies. Persistence of unhygienic conditions pollute the air and water resources. Pollution of air and water becomes a permanent threat for disease and sickness in the absence of civic amenities.

Population and Health

The World Health Organisation has defined health as ; "The state of health

is not mere absence of disease or infirmity, it is physical, mental and social well-being." One can argue that it is nearly impossible to achieve this perfect state of health. One will, however, not deny the fact that without maintaining a certain standard of health, one cannot live in harmony with his own environment. Even man's social life is effected by his own state of health. The state of health is dependent on various factors. Some of these are in our own hands, while others may require collective efforts.

People living in crowded conditions are permanently exposed to germs and communicable diseases. Specially air-borne communicable diseases become rampant in crowded areas. Some of them affect respiratory system. The more commonly known among these diseases are infections from cough and cold or pulmonary tuberculosis. Other diseases may be caused due to close or perpetual contact with the infected persons. Scabies, leprosy and other skin diseases come under this category.

Congested living causes mental tension due to noise pollution and lack of leisure to relax and soothe tired nerves. In order to avoid the crowded living conditions, many of our youngsters run away from home and spend a good part of their time outside the home. These youngsters often fall a prey to anti-social elements, which affect and sometime ruin their social well-being altogether. Irritating attitude, quick loss of temper and physical scuffles result in thoughtless crime. These acts are often attributed to poor living conditions of the slums. The main victims of these poor conditions are the young children, who either lose their parents and guardians as victims of anti-social conditions or become themselves a loss to the society, because they fall easy prey to the anti-social activities.

Lack of contact with open spaces, greenery or wide expanse of land deprive the slum-dweller from living contact with nature. Slum dwellers are deprived of the relaxation in open spaces.

People living in crowded localities experience lack of physical energy. They lose their temper quickly. This causes imbalance in their physical, mental and social well-being. Imagine a large number of young people living under pressure of over-crowding and becoming easy prey to diseases, resulting in poor health for no fault of theirs.

The vicious circle of over-crowding and poor health goes on increasing with rapid growth of population, which, in turn, shakes the very root of human existence.

- It takes up all the available space. Lack of space inhibits freedom of movement, play and exercise ;
- Over-crowding breeds communicable diseases. Insects, rodents, bugs and flies thrive in unhygienic conditions ;
- Unhygienic conditions make people lethargic ;
- Pollution depletes and natural resources of water, air and land.
- Over-growth breeds anti-social behaviour, unhygienic habits and poor standard of living ;
- Unhygienic conditions over-take people by frequent outbreaks of epidemics and communicable diseases, causing, increase in death rate ;
- Higher death rate and disease create insecurity in the mind of people about their own life and the life of their young ones ;
- Poor health forces people to live under substandard conditions ;
- Scarcity of agricultural land creates shortage of foodgrains ;

- Sickness and apathy eats at the roots of development, thus, enlarging the vicious circle of poverty and population.

Population and Nutrition

Food is vital for growth and development of the young and maintenance of health of adults. The vital ingredients of food are its nutrients, which are available in a variety of ways in different cereals, vegetables, fruits, nuts, milk and other animal fats and meats. Man obtains all his nutrition requirements by taking balanced combinations of food and consuming adequately, according to his body needs. Shortages of food intakes or inadequate nutrition manifest themselves in undergrowth, mental retardation and low levels of immunity. Low level of immunity gives easy exposure to diseases, causing physical as well as mental distress. Manifestations of malnutrition are more prominent among the young and growing children. Insufficient intake of food and malnutrition can cause permanent damage to the young ones, as their mental and physical growth is effected by malnutrition and starvation.

Growth of population can effect the nutrition standard of people in several ways, some of these are given below :

- When available land areas are occupied for human living, the agricultural land areas are reduced to small patches, causing reduction in agricultural produce ;
- Lack of agricultural produce create shortages in food production and food supply ;
- Shortage of food supplies cause inflation resulting in higher prices of food ;
- High prices of food inhibit the poor people to buy enough to satisfy their nutritional needs ;
- Limited quantity and poor quality of

- food deprive them of robust health ;
- Inadequate nutrition causes poor level of resistance :
- Poor level of immunity exposes body to infection and diseases ;
- Frequent exposure to infection and diseases weakens the body and the mind ;
- Weak body lacks energy for productive work ;
- Poor quality of productive work creates the vicious circle of low-production, low-income, low standard of living, low quality of life.

The growth of population can be controlled at the individual level in the family itself. The married couples, responsible for producing and raising children, can easily contribute for maintaining a certain minimum standard of living by maintaining their own family population within reasonable limits. Population education is a means to bring about this realization and helping them understand the relationship between population and environment, population and health, population and nutrition. Through population education they should be able to understand the following points :

- The relationship of nutrition and good health and the inadequacies which can lead to serious impairments specially among the young children ;
- Their own knowledge and practices, which can directly influence the growth of population. The responsibility of the family as the single basic social unit for effecting the physical, mental and social well-being of its family ;
- The relationship of infirmity and mortality in infants due to mal-nutrition and affects of ill health of expectant and nursing mothers on the

- young children ;
- The recognised causes of fear and insecurity among parents due to the rate of infant mortality and morbidity and how they can be overcome by having healthy children through improved nutrition ;
- Development of understanding that well-nourished and healthy children can be expected to live longer ;
- The importance of health of parents, who normally give birth to healthy children ;
- The ways and means available to young couples, which can help them to have only as many children as they can well afford ;
- Measures which can help avoid overcrowding and ensure the future of the children on the basis of scientific knowledge in the fields of medicine, health and fertility ;
- The importance of maintaining a balance in population growth against the available resources of food, nutrition, housing etc. ;
- Unchecked population growth is one of the main factors responsible for poor state of health, nutrition, and standard of living.

Some Important Questions

In order that we are able to understand the relationship of population with environment, health and nutrition, it will not be out of place if we ask a few key questions to develop understanding of issues related to population for our own conviction.

- What are the causes of rapid growth of population ?
- How does rapid growth of population effect the environment, health and nutrition of people ?
- How does the increase in the size of

(Contd. on page 12)

Adult Education for Women

R. R. Sharma

The education of adult women, who constitute an important and sizeable portion of the country's population, is an impelling need of the hour. They will be able to play an effective role only when they know and understand their responsibilities in the emerging Indian Society, says the author.

FOR a developing country, the contribution of her women is as indispensable as that of men. As it is widely recognised that the success of national development very much depends upon the active and useful participation by women in all developmental programmes. Every woman of the nation is expected to play her role inside and outside the home. "In emerging modern societies, the family, which is one of the most important single institutions, is also undergoing considerable change. This fact demands a different and more conscious participation by women in all activities. This would also enable her to play her role as wife and mother with more satisfaction. Besides playing the role of the housewives, many women are required to work outside the home...In short, in the society of the future, woman's part as a participant in activities, which add to the family income and which lie outside the home, cannot be overlooked" (Thackersey, 1970). "In the modern world, the role of the women goes much beyond the home and the bringing up of the children. She is now adopting a career of her own and sharing equally with man, the responsibility for the development of society in all its aspects" (The Education Commission 1964-66).

Women will be able to play their role

actively and effectively only when they are well aware of their responsibilities in the emerging Indian society.

But when we cast our glance over the existing position of literacy among women of our country, we are greatly disappointed. It is because of inadequate expansion of education among women of this country that they feel themselves unable to shoulder their responsibilities in different walks of life, and this causes adverse effect on their own development and the development of the society as well. There are women of many families who, in the absence of education, have to lead their lives through innumerable hardships and many sorts of suspicions and confusions. Under such circumstances it is totally impossible to seek the co-operation of these women in the development of home and the society.

If we look into the pages of our history of the past, we find the examples of many such great women who performed their duties not only inside the home but also beyond that. Thus, they made all possible contributions to the cause of social and national development. Even in the present century in the struggle for freedom too, Indian women fought side by side with men. This equal partnership is now very greatly required to continue in the fight against hunger, poverty, ig-

norance and ill-health.

But the situation is somewhat different today. We have accelerated the pace of educational expansion after independence; but due to rapid increase in the population and for several other reasons—social, economic, political, etc.—we have not been able to extend the benefits of education to the entire population of the country, that is why, a huge crowd of illiterates has emerged before us, among which the number of women is much higher than that of men. With such amount of illiteracy particularly among women, “it is really impossible to achieve anything remarkable by way of progress—social, economic or political” (Mukerji, 1969).

For the above reasons and “for full development of our human resources, the improvement of homes and for moulding the character of children during the most impressionable years of infancy, the education of women is of even greater importance than that of Men. (The Education Commission, 1964-66). So, keeping the above points in view our government have decided to impart education to the women of this country so as to equip them in performing duties and shouldering heavy responsibilities at home as well as outside. For this very purpose the government had started adult education programme for adult illiterates from October 2, 1978, all over the country. Now it is the duty of the government and the people to make efforts for the success of this programme.

The essential pre-condition for the success of the movement of adult education for illiterate women is that this education be quite useful and effective from the point of view of fulfilling their immediate needs. It is often seen that the women of most of the families are very much worried over maintaining the balance of income and expenditure of their

homes. So, these women would really take up the adult education if it assures them economic benefits, which are possible only by giving practical bias to their education. Every women would like such type of education which helps her learn the skills of tailoring, knitting and embroidery work, and also the art of cooking and making various kinds of things which, otherwise, they would have to purchase from the market on a payment at high cost. If this type of education is imparted to widows and helpless women, it may really prove a great boon to them.

Besides imparting instruction in simple but useful art and crafts, there are many other significant areas of which adult women can be given adequate knowledge. In the present time, “India is engaged in strenuous efforts to raise the standard of living of every citizen through planned development...” But, “the precipitous increase in population is seriously threatening the achievement of the national objective of ensuring economic and social welfare of Indian citizen” (Verma, 1980). So, for the immediate solution of the problem of rapidly increasing population, it is essential that the illiterate adult women are acquainted with the problem and are made known to the need and importance of family planning and family welfare programmes. It would not only enhance their own happy lives but also the lives of their children who would be healthy and happy indeed.

Another factor relating to women’s development is that they are able to know and understand their fundamental rights and duties in the existing social structure. In the present time, no sensitive citizen should be unaware of the political and socio-economic changes rapidly taking place in the country. The constitution

of our country is the reflection of people's collective will. It demands a fundamental change in our traditional out-look for the achievement of national goals.

Keeping the above facts in view, the knowledge of good citizenship is of paramount importance for the illiterate women, too. The present democratic system of the country has given equal rights to each individual for the use of his/her franchise. But the reality is that due to ignorance, many illiterate women are unable to cast their votes at the time of general elections. So, it is inevitable to acquaint such women with their civic rights and duties in democracy. It is seen that most of the illiterate women often come to grip with superstitions and many other social evils of which there is adverse effect upon their individual development. Such women cannot be expected to make their children's growth in the desired directions. With the spread of right education these women may get rid of superstitions, caste feelings, inferiority complex, etc.

Adult Education movement should also be directed to teach the adult illiterate women the proper use of their leisure. For this very purpose, they should be encouraged to form clubs so as to organise healthy recreational programmes in which *bhajan*, *kirtan*, folk music and songs, stories and talks on different useful matters can take place.

Our movement relating to the development of women through adult education is required to be designed in such a way that all those people, institutions and organisations, interested in women's advancement, come forward voluntarily with their helping hands and cordial cooperation. By this way national objectives are expected to be achieved.

"The advancement of women is the most significant fact in modern India"

(Mukerji, 1969), therefore, the adult education for their development "is now a *sine qua non* of India's social and national development" (Mukerji, 1969). Thus, the most urgent national need of our country today is the education of illiterate adult women, for an adult is the chief unit of society of which a woman is the constituent part, and the advancement of a family, to a great extent, depends on her. Besides, an educated adult woman will undoubtedly be in sympathy with the education of her children and with the new developments in education as well.

Adult education for illiterate adult women in the present Indian situation is, therefore, an impelling need for individual, social and national development. □

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Case Study of an Adult Learner—Sriram

(Contd. from page 4)

book, which he could read with a reasonable speed. He was considered to be a good learner of the centre.

Now he could work as a 'mate' with the use of literacy skills, he learned. He was building his self-confidence, which was much needed.

After some time, the same contractor took up the work of constructing a link road. This time Sriram worked as a 'mate'. He used his literacy skills in maintaining attendance register for 20 labourers. Now he was able to calculate the wages of the labourers also. He felt satisfied and happy. He was earning higher wages for which he was not required to put in hard labour, as he was forced by the circumstances to do so earlier when he was illiterate.

Sriram is a religious man. He likes *Bhajans* and *Kirtans*. He uses his literacy skills in copying *Bhajans* and *Kirtans* from holy books and reciting them occasionally before others.

He has realized the advantages of being a literate and thinks that education is essential for other members of his family, too. By his personal experience he has understood the importance of education and literacy.

He started sending his younger brothers to a nearby school. His wife is illiterate but he plans to enroll her if adult education centre is started in his village in near future. He is in favour of higher education for the children of his family.

Presently he is working in a nearby factory. □□□

Relationship of Population with Environment, Health, Housing, Education and Nutrition

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the family contribute to the growth of population of the area ?

- How does population growth effect the social life of people ?
- In what ways do the young children in the family increase the responsibilities of the parents ?
- How are the young children dependent upon their parents ?
- How does rapid growth of population deplete the natural resources ?
- How does the high rate of infant mortality create insecurity in the mind of parents ?
- Can nutrition be the basis of the good health of mother and child ?
- How can the family help in improving the population situation of an area? □

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

Non-formal Education and Development

H.K. Venkatarangachar and M.N. Ravindranatha

The term non-formal education has a much broader concept than mere adult literacy programme or agriculture extension activities. It has a multi-dimensional concept, concept including various aspects of life, like educational, social, economic, political, cultural and health. If non-formal education is to succeed, there is a need for proper planning, implementation and commitment which alone can help the people to move forward towards the desired goal of development and modernization.

NON-FORMAL education is usually referred to those systems of education, which are organised systems but outside the purview of formal system of education. Non-formal education has been considered as an alternative system to the formal education in the form of part-time education to children who because of very many reasons could not have had entered and got the fruits of formal education. The term 'non-formal education' has a much more broader concept as it has been conceived in two more dimensions, viz., adult education, which is purely a literacy programme and agriculture extension activities. The term 'development' is a multi-dimensional concept as it includes various aspects of life, viz., educational, social, economic, political, cultural, and health and sanitary aspects. Development in any society will have to be looked upon from these various angles to understand the total process or to get a gestalt of development, as development in one aspect of life does not necessarily mean the development in other aspects of life. But it has become customary to equate economic development (per capita income) and development in science and technology for an overall development in this modern

world. However, a man who has little imagination can very well see that development in science, technology and increase in per capita income do not guarantee the overall development of any society or state. For example, USA has progressed a lot in science and technology; Kuwait is the country with highest per capita income in the world today. But when one looks into the crime rates, divorce rates, family dissensions, suicides, lack of sociability, too much of self-centeredness, neglect of the aged, ethnocentrism, lack of secular tendencies, rigidities of religion, communistic and authoritative tendencies, use of surplus money for preparing arms, use of science and technology for destructive purposes, one can very well conclude that the term 'development' has to include all other aspects of life, viz., social, political, cultural, health and sanitary, and educational aspects than merely development in science, technology and economic aspect of life. As such education in any society has to cater to the development of all aspects of life in all sections of its population (urban, rural, tribal, and other slum communities) and should not restrict itself to literacy and general education alone as is the case in India

today. The paper, however, is restricted to the discussion of the efficiency of non-formal education in bringing about development in India today.

As far as the functioning of the part-time educational institutions in India today is concerned, it can be said that they have not yet attained the state of a national movement unlike in many advanced countries. The part-time education, which originated in order to satisfy the Article 45 of the Directive principles of Constitution, has neither been adopted nor being implemented on a large scale in the country, although much is spoken on it in all important educational seminars, conferences symposia, by educationists and planners. The concept of part-time education has been very well accepted at least by educationist and planners as an alternate form to formal education. But efforts to put the same into on a war-footing basis are lacking. The people at the planning level have not yet thought of as to how part-time education courses should be organised and still they are in the thinking process. Educational problems of SC, ST, BC, and slum children have not yet been understood from cultural, anthropological and economic perspectives, because of which part-time education has not made satisfactory headway even after 34 years of independence. For SC, ST, BC and slum community children, general education in part-time courses should be of a smaller duration (2 to 3 years), followed by suitable vocations (the nature and the type of vocations should be determined by the local needs), so that parents and children can see and get immediate value of education. This is because economic and cultural values in such societies outweigh the educational values. In other words, part-time educational courses should be flexible enough to cater to the

needs of all sections of population and they should not be just general courses by which no progress can be made as is in India today. The same is the case with regard to adult education programmes in the whole country. Although, India attained independence some 34 years ago, only stray attempts are noticed that too only from October 1978 in the name of NAEP, adult education has not yet been linked up with the realities of life of different communities, unlike in many advanced nations of the world, and it is only a literacy programme even now. Further, adult education programmes are being conducted in an isolated fashion from other development activities and as such they are not in a position to make the general public aware of the deferred values of education. Because of all these, adult education has not been able to make a significant impact on urban, rural, tribal and slum communities. In addition, surveys and experimental studies have not been undertaken to identify the organisation of successful adult education programmes and to evolve suitable strategies for further successful implementation of the programme. Although we Indians have been speaking about the egalitarian way of living and spreading education through non-formal ways, to prepare the individuals for democratic way of living, things have remained as they are because of lack of proper planning and implementation. The agricultural extension activities are not very much different from part-time and adult education programmes, in the sense that they are neither being organised, nor being implemented in a serious way except, of course, in a few cases here and there in the country. Extension activities have not been extended to other occupations, say industrial occupations, other skilled

occupations and as such productivity has been equated with only agricultural productivity and hence only agricultural extension activities have been thought of so far, without making systematic and sustained efforts to cover all types of occupations. In other words, lack of proper vision and perspective in the people who are at the helm of affairs (planning level) has led to the serious problems in the institution of non-formal education, which, even if understood, now requires many more years to correct the things. So people at the planning level should plan non-formal educational schemes, according to the needs of local and bigger communities, (in the broader context of the nation), by undertaking exhaustive and extensive surveys in different parts of the country

(which has never been done in the history of non-formal education so far) and conduct non-formal educational programmes in integration with other developmental programmes, so that there will be no wastage of money, which could be further utilised for other productive purposes. Thus only, proper planning and implementation at a committed level can help us to move towards the desired state of modernization. Any improper planning and/or execution will not only fail to bring about development, but will also give rise to a state of aversion in the minds of the people of different communities for such non-formal programmes. And in that case the country can hardly hope to succeed in the process of national reconstruction in the decades to come. □□□

THE MOST UNEQUAL AMONG UNEQUALS

“Where there is poverty, it is women who suffer its worst effects. Where there is prejudice, it is women who bear the heaviest burden of discrimination. To be born female is to be born with less scope for personal development than males, with less livelihood of ever enjoying such freedoms, responsibilities and privileges as are available. The basic facts of this inequality provides a strong motive for the mobilization of all women. For this reason, women’s involvement will remain one of the most creative and dynamic of our times — a force for change through which the emancipation of both men and women may one day be realised.”

“The majority of the world’s over 2,000 million women have never had an opportunity to even ask for an improvement in their situation: such an improvement has to come through changes in the whole society. At a time when the concept of the new International Economic Order is being translated into action, a new social order must be included so as to eliminate the exploitation of the majority of the world’s people. To bring half the human race — women and girls — into the full light of awareness, the full responsibilities of participation, the full joy of participation, the full joy of independence will require political, social and cultural change on a scale unprecedented in human history.”

The States of World’s Women, 1979

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 network of rural libraries as well as instructional programmes through mass communication media, particularly after the INSAT is launched into 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 workbased 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.

Post-literacy and Follow-up Programmes in India



Dr. N.A. Ansari

IT has been said and rightly so that we have not only to make people literate but have also to keep them literate. Past experiences and studies have shown that lack or inadequacy of suitable post-literacy and follow-up activities has been a serious drawback of the adult education programme not only in our country but in other developing countries as well. Although, awareness regarding the importance of post-literacy and follow-up programmes has not been lacking in us, these programmes could not be undertaken systematically and with as much care as was necessary. This has contributed, in no small a measure, to the rather limited impact of the earlier adult education programmes. It is, therefore, extremely necessary that adequate emphasis be laid on post-literacy and follow-up programme activities in our present adult education programmes. It will be more appropriate if we consider these activities as continuation of the initial literacy programme, which generally extends to about 300 to 350 hours of instruction. In the context of life long education and creation of a learning society, particularly in the developing countries such an understanding of post-literacy and follow-up programme appears to be quite appropriate.

While it is possible to acquire basic and elementary literacy skills in about 200 hours or so, the level of literacy has to be high enough so that the skills acquired could contribute to the life and work of the learner. *Post-literacy and follow-up activities, therefore, have to be accorded a high priority.* As a matter of fact it has been said and rightly so that preparations for these programmes should start before a literacy campaign is launched. Most countries, which have launched national and massive literacy programmes have, however, not seen planning for post-literacy activities in advance. The data regarding the types and size of post-literacy programmes are extremely small and research on various aspects in this field is very limited and sporadic.

Post-Literacy should be viewed not only as a part of the literacy programme but should be treated as an integral part of the universalisation of educational facilities. In the developing countries, particularly in the context of life-long learning, the projects of continuing education for neo-literates assume much deeper significance.

Post-literacy may be defined as *systematically organised learning oppor-*

Note : *The paper is based on Lesson Units for the Correspondence Courses for the Senior Educational Planners and Administrators, and proposal for a programme organised by the National Institute of Educational Planning and Administration, New Delhi.*

tunities for persons who have had access to basic education through either primary education, adult education or any other systems. Post-literacy has also been defined as all those materials and structures, which enable the newly literate adult to keep up, use and develop the knowledge he has acquired and the abilities generated in him through literacy teaching.

The main objectives of post-literacy programme should be to enable the participants to pursue in a self-reliant manner learning activities for a better realization of their capabilities and for fuller contribution to the well-being of their families, the community and the country. The contents of these programmes have to be very flexible and related to the interests and needs of the beneficiaries.

The common factors and elements in most post-literacy and follow-up programmes relate to the following aspects :

- a. Attainment of competencies, which could not be attained during the initial basic education programme (*remedial*).
- b. Reinforcement and stabilisation of literacy skills, improvement of communication and articulation capabilities and functional knowledge (*continuity*)
- c. Opening of avenues for learning additional skills related to the daily life of the participants and for their economic improvement (*diversification*)
- d. Forging bonds for assertion of cultural identity, for recreation and for securing a rightful place and status in the socio-economic order (*communitization*).

There is a variety of post-literacy

and follow-up programmes. The main ones may be mentioned as follows :

1. The printed word.
2. Functional training.
3. Folk and traditional media.
4. Technological communication; distance learning.
5. Recreation and physical exercises, etc.

Written Materials

In this respect, three aspects of the post-literacy and follow up programmes deserve particular mention. Firstly, the aspect relating to the availability of suitable, relevant and adequate reading materials. The second aspect relates to the proper and regular distribution of the reading materials. Provision of a suitable and adequate machinery for undertaking and supervising the post-literacy and follow-up programmes is the third significant aspect. All these three aspects deserve attention and systematic planning right from the commencement of the initial cycle of instruction in an adult education centre.

As regards availability, the material already available with different agencies and institutions including development departments has to be identified. The Department of Agriculture, Animal Husbandry, Health, Family Welfare, Cooperation, Social Welfare, etc., have brought out easy-to-read material on different topics and contents of practical use to the villagers, other special clientele and beneficiaries. The material has, however, to be evaluated with a view to modifying the same, if necessary, to suit the level of the neo-literates. With suitable editing, these material could meet to a considerable extent the needs of the neo-literates and other persons with limited reading abilities. The various forms and returns, etc., prepared in various development departments and

agencies, which are commonly used by the people may also be studied carefully and modified suitably in consultation with the agencies concerned.

Along with the existing materials, referred to above, new materials, properly graded and based on the needs and interests of the beneficiaries, should be prepared. *This is a gigantic task but has to be done in a systematic, phased and planned manner.* The work has to be decentralised and entrusted to a number of competent agencies and special institutions, both governmental and non-governmental. Writers' workshops have to be organised in a systematic manner to prepare such materials. Suitable writers can be commissioned for this purpose. It has also been found that, *in several areas, the materials prepared at the grass-root level by the field staff in consultation with the learners themselves have been extremely useful.* To begin with such local material could be brought out either in a hand-written or in a cyclostyled form.

The strategy of material preparation for neo-literates must be based on proper and scientific lines. It requires field studies for target groups, a real interest among writers and sustained efforts on the part of organizers of adult education programmes. *It is to be treated as a continuous progress and needs a team of writers with vision and creative abilities,* to develop and test materials before publication. Writers are supposed to feel the pulse of the readers. The main steps in materials preparation may be categorised into the following :

- (a) Selection of subject and topic ;
- (b) Definition of General and Basic Objectives ;
- (c) Decisions about the Contents to be included and level of com-

plexities of the contents ;

- (d) Choice of Treatment ;
- (e) Outlining the manuscript ;
- (f) Trying out the manuscript ;
- (g) Resivion of the manuscript ; and
- (h) Preparing manuscripts for printing.

It has been recognised that the printed word has the potentiality not only to assist in retention and use of literacy and numeracy skills but can also become the medium for functional development and building up of social awareness. In the context of divergent and manifold needs and interests of the neo-literates, and the new reading public, *efforts for production of diversified materials has to be increased considerably.* In connection with the organisation of the writer's workshops, however, it is also suggested that well-planned orientation sessions should be held for the prospective writers attending these workshops. The orientation may concentrate on the development of insight into the environmental, linguistic, functional and pedagogical aspects and approaches. On-the-spot field studies and discussions, during the actual writing work in the workshops will be of considerable use and importance.

Material for Different Levels

Materials need to be brought out *to suit different levels of literacy skills :* firstly, the initial materials to be used through the literacy stage itself with a view to reinforcing the literacy skills achieved and being achieved. The second level could be of the literature suitable for the neo-literates who have graduated from the adult education centres during the first cycle of learning of about 300 to 350 hours of instruction in general. Literature for the third level could be of such a standard so as to suit the neo-literates who have continued their

learning after, the first cycle of literacy instruction and also those person with limited reading abilities who have undergone the regular educational system and have attained, more or less, the primary school standard. Studies may be organised in collaboration with competent agencies, to determine the needs and problems of different beneficiaries the methodologies to be used for preparation of materials, the subject-matter and content etc. *Field testing is considered a pre-requisite for the publication or any suitable reading material.*

Distribution of Materials

In connection with the distribution of the reading materials, *the library system has to be geared up and strengthened* so that the materials produced are distributed regularly and systematically. Places which are not covered by the libraries and their different branches so far, should be brought under their area of operation. In this connection, the system of mobile library in boxes and on cycles and the circulating market-day libraries adopted by certain organisations in the country deserve mention. In addition to libraries, reading rooms should be opened and attached to the libraries and community centres, wherever practicable. These reading rooms may also be utilised *as community centres*. A neo-literate's corner may be provided in the libraries and reading rooms. Study circles of the neo-literates may also be organised in the reading rooms, libraries and community centres, etc.

Book Promotion Activities

Many different kinds of book promotion activities have been conducted recently. Some of these relate to organisation of Book Fairs and Book Weeks, setting up of Book Clubs, celebrating Book Festivals, organisation of Literary Evenings for book lovers etc. In India the

National Book Trust organises National and International Book Fairs and Book Exhibitions. The Raja Ram Mohan Roy Library Foundation encourages setting up libraries in rural areas and creation of sub-sections of these libraries for the benefit of the neo-literates. The Directorate of Adult Education organises Annual Prize Competitions with a view to encouraging creative authors to bring out literature for persons with limited reading abilities in different languages. *The award-winning books are reviewed and annotated bibliographies are prepared.* These bibliographies serve a useful purpose for the Adult Education Project and Officers and Supervisors in selection of relevant reading materials for persons who have completed the 10 month's basic instructional course. Suitable prize-winning books under this scheme are also purchased to and placed in the rural libraries so that they are easily available to neo-literates and the new reading public.

Other Materials and Follow-up Programme

In addition to the preparation and distribution of suitable reading materials for the neo-literates and new reading public, other programmes could also be organised with a view to preventing relapse into illiteracy and enabling the beneficiaries to learn further. Some of the activities may be mentioned as follows :

- (i) Publication of periodicals containing information on current events at local, state, national and even at international levels.
- (ii) Bringing out wall-newspaper particularly focussing attention on local events.
- (iii) Encouraging the neo-literates to write articles in their own hand-written magazines.

- (iv) Encouraging the neo-literates to write their domestic budgets, monthly accounts, accounts of their agricultural activities etc.
- (v) Organising occasional competitions for writing and reading out their exercises at public functions or community gatherings; encouraging them to make short speeches and awarding them prizes.
- (vi) Arranging excursions to places of cultural and historical interest.
- (vii) Using mass media for cultural and recreational activities. This might include functioning of radio and T.V. clubs.
- (viii) Organising social service-oriented programmes including undertaking activities useful for the community as a whole.

18. In short, the best follow-up programme is that the adult education centre is converted, in actual practice, into a regular community centres; a community

centre in the real sense of the terms, being a place where all members of the community come together regularly and share each other's happiness, despair and also experiences in day-to-day life; the community centre also acting as a place of finding solutions to the problems faced and of enabling them to achieve their 'aspirations'.

19. It may be reiterated that the ultimate aim of the follow-up programme is to ensure the continuity, both of the educational and development processes, initiated while starting the adult education centre in a community. The community, on its part, should be enabled to take up the programme as its own and transform itself into a learning society. The learning process is not to terminate at any stage; but has to be a continuous one. Similarly, the developmental activity has to be an on-going process. Continuing education facilities have also to be ensured so that the society really becomes a learning society. □□□

(To be concluded, see next issue)

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Pre-testing of Adult Literacy Materials



S.A. Ahmad

The work of writing materials for illiterates and neo-literates requires a lot of exercise. It is a constant search and research and should take its own time. If the material has to be useful and purposeful, the exercise is worth the labour involved in it.

ADULT education requires preparation of different kinds of learning materials for illiterates or neo-literates. Usual methods practiced for preparing such materials are either by organising writers' workshop or by individual works of experts on different subjects. I myself, have been involved in many writers' workshops and consequently in production of many such materials, some of them being my own work. During all this period of my experience, what has irked me most is that many times, I have found that the materials produced either in workshop or by individual writers do not correspond to the needs and interests of the illiterates or neo-literates. This makes these materials ineffective. Why it so happens? This is because of the simple reason that these materials are not prepared and pre-tested with the target people i.e., the illiterates and neo-literates. While preparing these materials, *we often forget that these materials are for the people who are to be made literate and not for the people involved in this writing process.*

There are many factors involved in the process of preparing learning materials, which we forget to take into account when we start our work. Followings are some tips, which I would like to share with readers :

a. It is extremely important for the

people involved in preparing materials for illiterates and neo-literates, *to survey the projects area, to meet and discuss with the target people and to find out their interest, need and aspiration, before finally going into the writing process.*

b. Topics of the booklets/materials should be listed out only after having done the survey work. Our mistake is, we often finalise the subjects/topics before hand, *on the basis of what we feel important for the learners and not what learners feel important for them.*

c. Religious materials in the form of story, picture story are often found catchy for them, if written, taking into account their beliefs. Also, it has been found that the new subjects, which are not known to the learners, attract their attention more.

d. Local talents must be included and given ample chance to use their skill in the writing process. At the time of survey, experts and writers should explore and detect the local talents. There is no dearth of good writers, poets, artists, good singers, among the local people. All these talents should be brought together in the writing process.

e. This process of pre-survey and finally listing out the relevant subjects may take sometime but *it is worthwhile to have it done than going into the final*

writing work in order to show the quantity rather than quality of the materials.

f. After having done this preparatory work, should the experts, writers and local talents sit together and start preparing the materials. This however, would not mean a total concentration and confinement of these people within the four walls, rather it would mean a continuous exchange of views, discussion with the target people by way of regular visits to the field during the workshop itself.

g. Materials prepared should be relevant and illustrative so as to attract the learners. *Always remember that the pictures/illustrations speak more than words. Pictures relate to the emotion of the people and it is important to shake-up*

their emotions in a positive manners so as to make them more participative in the process of learning.

h. Once materials are ready in the form of manuscript, take them to the learners, read it out for them loudly, note their reactions, change words wherever necessary. *Their attentiveness, their facial expressions, exclamations, their answers, their curiosity would collectively judge, whether materials prepared are effective and useful for them.*

This process of writing materials for illiterates and neo-literates needs lot of exercise. It is a constant research till it is okayed by the target people. Let this preparation take its own time if you want to come-out with useful and effective materials. □□□

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Psychology of Illiterate Adults and Human Resource Development

N.V. Gayatonde

Ever since *Pestalozzi* psychologised education, psychology has become a basic component of education. Today educational psychology is a highly advanced branch of applied psychology. Though educational technology and methodology are based on psychological study and experimentation, the studies are confined, to a great extent to children and adolescents.

In his book 'The Education of Adults—a World Perspective' John Lowe says :

"The psychology of adult learning was a neglected subject of investigation until very recently. Educational psychologists showed no interest in it and neither public authorities nor employers nor foundations saw much point in commissioning research projects"¹.

According to Brunner "The United States is one country in which a trickle of research on the psychology of adult learning dates from an earlier period."²

Various experiences as a Ph. D. student working on 'The Problems of Social

Education in India (with special reference to Maharashtra, Gujarat, Rajasthan, and Karnataka) indicated the dearth of studies of adult psychology, especially the illiterate adults, who form a major section of the entire population of India. Surprisingly enough, it was found that mass campaigns are being organised to eradicate illiteracy and other prevalent social evils, but little has been done to probe into the behaviours of the illiterate adult and understand him. Programmes are mainly based on the assumed needs of the learner irrespective of the differential traits of these adults. It was felt that it was programmers knew the programmes but not the *Pandus* and *Dhondus* or *Gangas* they had to teach' : Hence the programmes have left much to be desired as far as the impact of the programmes are concerned.

While guiding M. Ed. students on topics of 'Non-formal Education' the researcher had the opportunity of coming into contact with illiterate adults, drop-outs—men, women, youths and girls. These experiences, together with the experiences while organising centres for National Adult Education Programmes (NAEP) as Project-in-charge, H.J. Col-

1. John Lowe : The Education of Adults, a World Perspective, UNESCO Press, Paris, 1975. P. 49.

2. S. Brunner : An Overview of Adult Education Research requoted by John Lowe in 'The Education of Adults, a World Perspective, Paris 1975 p. 49.

lege of Education, made the need for psychological studies of the illiterate adult more evident. Not only was the need for studies of the illiterate adult made clear, but it was also felt that it was essential for every adult educator to know the fundamental characteristics of an illiterate adult to evolve strategies which would make the adult education programmes, effective and meaningful.

With these facts in view, some observations and experiences are analysed with a psychological base. Perhaps the facts, discussed here may throw some light on the strategies to be adopted for planning, organising and implementing Adult Education Programmes—at whatever level it may be.

Adult Psychology

An adult, by himself or herself, displays certain behaviours arising out of certain beliefs and attitudes, which form the content-matter of Adult Psychology. An illiterate adult, even though he may live identically in the same environment as the educated adult, is entirely different from the educated adult, in many ways. One who fails to understand his distinctive behaviour, and attitudes may fail in his attempts to establish rapport with the illiterate adult and tend to get frustrated.

Therefore the further paragraphs are devoted to the various aspects of the psychology of the adult learner.

Basic Characteristics of the illiterate adult

i) The illiterate adults show many of the adolescent traits and the illiterate adolescents have many adult traits in their behaviour. So they have a long adolescent-cum-adult period having common characteristics. For example, an illiterate adult is proud of his physique

like the adolescent. He, quite often likes to wear good clothes, whenever he gets a chance. He loves games, sports, adventures and athletics. He loves outdoor activities. His fresh and resurgent emotions are his strength and he is always up and against something. He is ready to fight for truth, justice and fair play. He is essentially a hero-worshipper and he offers his loyalties and is quixotic in his large heartedness. Many of these traits were observable when the adult learners participated in a picnic organised for them by the NAEP unit of the college and on various occasions when activities were conducted at the centres.

Interviews and discussions with the adult learners on various occasions, indicated that some of the above-mentioned traits have been fully exploited by politicians and the slum lords.

ii) In case of men, adolescent traits are more pronounced, while, in case of women, adult traits are more dominant and adolescent traits are rather suppressed. A girl feels that she is a woman even after she passes through late childhood and behaves almost like a grown up woman. The playful sportive spirit of an adolescent girl in the educated families is hardly visible in her case. These characteristic traits are often envied in the grown up girls of weaker sections, attending the various schools, and in the preferential trends shown by them for certain activities and programmes, on various occasions.

iii) The illiterate adult has always been a prey to mob psychology. He is ready to stand for all that is noble and fight against selfishness, injustice and foul play in the society. He is not a dreamer but ever eager for action being a realist first and last. As a result of this, he is easily guided by leaders or grossly misguided by fake leaders.

iv) Though deprived of all the benefits of formal education, he is at the same time isolated from the undesirable sophistication and perversions. Consequently he is honest, straight forward, sincere and is least hypocritical. These noble traits can be fully chanelized for national development.

v) His emotional sensitivity and insatiable hunger for exploration makes him receptive to literature, dramas and poetry, though he is incapable of discriminative between what is good and what is bad. As a result he is constant viewer of movies, though unaware of what he should pick up from them. The movies do not have any message for him, on the other hand his receptive mind receives the image of crime, violence and sex. Instead of noble civic sense, he develops vital anti-social trends. *Morchas*, *gherao*, strikes show how his energies are misdirected by those whom he considers as his animator and guide.

vi) An illiterate person becomes economically independent at an early age and takes up responsibility of life and as such he needs to fight for his place among the adults as educated adolescents have to do.

Determinants of Adult Psychology

All the characteristics of an adult, whether he is educated or illiterate, arise out of the concept of adult as a member of the social order, which he helps to run, to some extent.

The three determinant factors which contribute to the fundamental principles of the concept of adulthood are :

- i) Self-image or self perception
- ii) Role perception as a member of society
- iii) Psychology of aging.

i) Self-perception

The realm of an adult lies in his self-image in relation to others, his independence and his mind. He is a sovereign in his own image,—a self-steering person. His self-respect is the measure of his sovereignty. He always avoids the places where he is considered as an inferior or a failure. He will prefer the places, where there is an environment of courtesy and friendliness.

In the case of the illiterate adult, observations are as follows :

- a) Living in a small world, converged by the thick walls of ignorance of the modern world he has a poor self-image.
- b) His views are conditioned by the limited experience of life and he tends to judge situations, according to his own limited knowledge of the modern world. In other words, he has a 'frog-in-the well' complex and hence is resistant to all change.
- c) He tries to justify his present condition and renounces all that he does not get, though he is badly in need of them. This may be termed as 'grapes are sour' complex.

A psycho-transformation has to be effected by making the illiterate adult aware of his rights and duties, making him realise himself and making him a life-long learner.

- d) Like all men an illiterate adult too has his own philosophy of life. However, rudimentary and primitive it may be, he looks at the world through the glasses of philosophy. The beliefs arising out of this philosophy define his

values that serve as a compass for his actions. He accepts or rejects according to his beliefs.

ii) Role of 'Perception based upon the Adults' place in Society

The role of an adult is two-fold social and vocational. His social roles are three-fold : (i) member of the family, (ii) member of society and (iii) member of the community or nation. As a member of the family the main interests of the adult are : the care of children, the income of his family and the culture of his home. As a member of society, he is aware of the values of democracy as a way of life. This will make the adult a responsible member of society, vigilant of his rights and duties but critical and watchful. His democratic outlook helps the adult to interact with the other members of the family. To fulfil his family responsibilities and to attain a better social status, the adult strives to develop vocational skills and acquire vocational proficiency.

The illiterate adult, confined as he generally is to a small world of his own, is unaware of, or does not perceive his role in the family, society or community. As a result, he may be prone to vices and may take into consideration only the immediate pleasures of life. He is quite content and complacent about his achievements and does not bother about his vocational development.

iii) Psychology of aging

- i) Age affects the body and mind of an adult. With gradual decline in physical energy and setting in of infirmities, conditions become favourable for the appreciation of physical comforts.
- ii) Advance in age gives more experience and enables one to develop more confidence in learning in

similar situations. The capacity to adjust to new situations wanes, so far an aged adult learner new situation is a great hindrance.

- iii) Age may breed complacency, which will be a stumbling block to the process of change. Due to sheer habit he will underestimate his capacity to learn.

Programmes for Human Resource Development

Basic Principles

1. The illiterate adult lives in a modern world and yet is traditional and conservative in his outlook.

2. He struggles to stabilise in the modern world but is pushed further and further away from it by knowledge explosion.

3. He is led by people who are as ignorant as himself i.e., it is the case of the blind leading the blind, so he acquires a great deal of wrong information from local sources. Realization of the ignorance makes him develop a very acute inferiority complex.

4. He is resigned to fate and re-enters into that 'silent culture' as P. Frene calls it in his book 'Pedagogy of the Oppressed.' His approach to the problems of life is comparable to 'The Charge of the Light Brigade.'

5. The noble traits of the adults can be fully channelized for national development.

6. The social force of youthful energy can be channelized.

7. Masses are more knowledgeable than previous generations and their understanding and their logical sense is amazing.

8. Nobody is too old to learn and if learning becomes a part of the normal experience of an adult, he will be better

able to adjust to the rapidly changing world and the generations gaps will be narrowed down to the minimum.

Aims and Objectives

The aim of the programmes is to bring about a social transformation and social reconstruction through the programmes aiming at human resource development.

The objectives of these programmes in U.S.A. as discovered by *Janstone* and *Ruvers* through a survey of the most scientific and comprehensive nature, are as follows :—

1) To enable the adult learner—

- (a) to become better informed ;
- (b) to prepare for a new job ;
- (c) to obtain stipend on the job training ;
- (d) to spend the leisure time in an enjoyable and rewarding way ;
- (e) to meet new and interesting people ;
- (f) to become more efficient in carrying out tasks and duties either in home or elsewhere ;
- (g) to escape from routine ;
- (h) to improve and understand job and family roles ;
- (i) to improve skills ;
- (j) to increase general knowledge ;
- (k) to increase income ;
- (l) to develop personality and improve inter-personal relations ;
- (m) to develop some physical attributes-

It is an exhaustive list and may apply to any society. However, in our present context, we may word them in the following manner :

- (i) to channelize the desirable traits of the adult learners for national development ;

- (ii) to provide proper guidance and ample opportunities for proper utilization of this social energy.

- (iii) to harness his eagerness for social responsibility to bring about social reconstruction and social change.

- (iv) to expose him to the realities and attack his 'frog-in the well' mentality, thereby bringing him into a broader world and improving his self-image.

- (v) to infuse confidence in him that he is capable of achieving a lot, provided he strives in the right direction.

- (vi) to make him aware of his genuine rights and duties and capabilities, thereby aiming at a psycho-transformation i.e., making him a life-long learner.

- (vii) to make him realise the fruit of rationalism and scientific attitudes that can bring him into the modern world.

- (viii) to develop the democratic values in him and make him know that he has to shape his own destiny and strive for a rightful place in the society.

- (ix) to help him to solve his personal, social and vocational problems and make his life happy.

Guidelines strategies to be adopted

- (i) to conduct in-depth studies of the potentialities and capabilities, their talents and creativity.

- (ii) to improve the self-image of the adult-learner by infusing confidence in him.

- (iii) to plan programmes for the aging in such a way as to provide physical comforts to them.

- (iv) to base programmes for the aged on the study of these aging adults.
- (v) to study the genuine needs of the people, their attitudes, outlook of life, their aims and aspirations.
- (vi) to develop the potentialities and capabilities of the adult learners through education.

Expected Outcomes :

- (i) Once he realises that there is a lot to learn he will enter the new democratic world of rights and responsibilities and becomes a new person altogether.
- (ii) He will be more critical and accept wise counsel even in areas where he is the master of himself life spending his income, budgeting his leisure, or deciding his friend and his family affairs.
- (iii) He will learn to judge everything on merit and not be carried like the people in the story of 'King's new clothes.'
- (iv) The realisation of the fact that the earth is not flat but round, spiralling into the vast universe, will render his mind mystified by the science.
- (v) He will start breaking the walls of his tiny world and will be in the path of self-progress through self-motivation,
- (vi) As he develops his national thinking, he will identify wider values,
- (vii) If the objectives are clear, he will strive to achieve them and will not wait for somebody to coax him to reach his goals of life.
- (viii) New values of life will urge him to aspire for greater achievement, both as far as he is concerned

and his children are concerned.

- (ix) consequently, he will think in terms of helping them for better education and a better career. He himself, will strive for better prospects and social mobility in vocation.
- (x) Transformation from feudalism to a democratic outlook, will not only lead to a better family life but create better citizens for a healthier democratic traditions in the country. New family needs will create new urges of vocational improvement.
- (xi) As a result of his improved vocational competency, he will be more productive resulting in a sizeable increase in the gross net product of the nation.
- (xii) Learning becoming an integral part of the experience of the adult will enable him to adjust reduce the generation gaps.
- (xiii) The process of change will improve the quality of life of the individual and the progress of India in general.

In other words, the adult learner will pass from one dimension of maturation to another, as described by Malcolm Knowles in his book 'Modern Practice of Adult Education.' The dimensions of maturation are given in the following table :—

Dimensions of Maturation.³

<i>From</i>	<i>Towards</i>
1. Dependence	autonomy
2. Passivity	activity
3. Subjectivity	objectivity
4. Ignorance	enlightenment
5. Small abilities	large abilities
6. Few responsibilities	many responsibilities

- | | |
|-----------------------------|--------------------------|
| 7. Narrow interests | broad interests |
| 8. Selfishness | altruism |
| 9. Self-rejection | self-acceptance |
| 10. Amorphous self-identity | integrated self-identity |
| 11. Focus on particulars | focus on principles |
| 12. Superficial concern | deep concern |
| 13. Imitation | originality |
| 14. Need for certainty | tolerance for ambiguity |
| 15. Impulsiveness | rationality |

Conclusion

Finally, it may be stated that a long lasting success can be achieved only if the programmes aim at attitudinal change and at providing action-oriented education closely related to the life of the people. A positive attitude towards learning as part of normal experience, transforming the learner into a life learner and hoping for a learning society should be the out put of our programmes.

3. *Malcolm Knowles* : Modern Practice of Adult Education Andragogy viz., Pedagogy, Association Press, New York, 1970, P. 36.

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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 several UNESCO publications. The Indian Journal of Adult Education, a mouthpiece of the Association, is the only one of its kind in the country.

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

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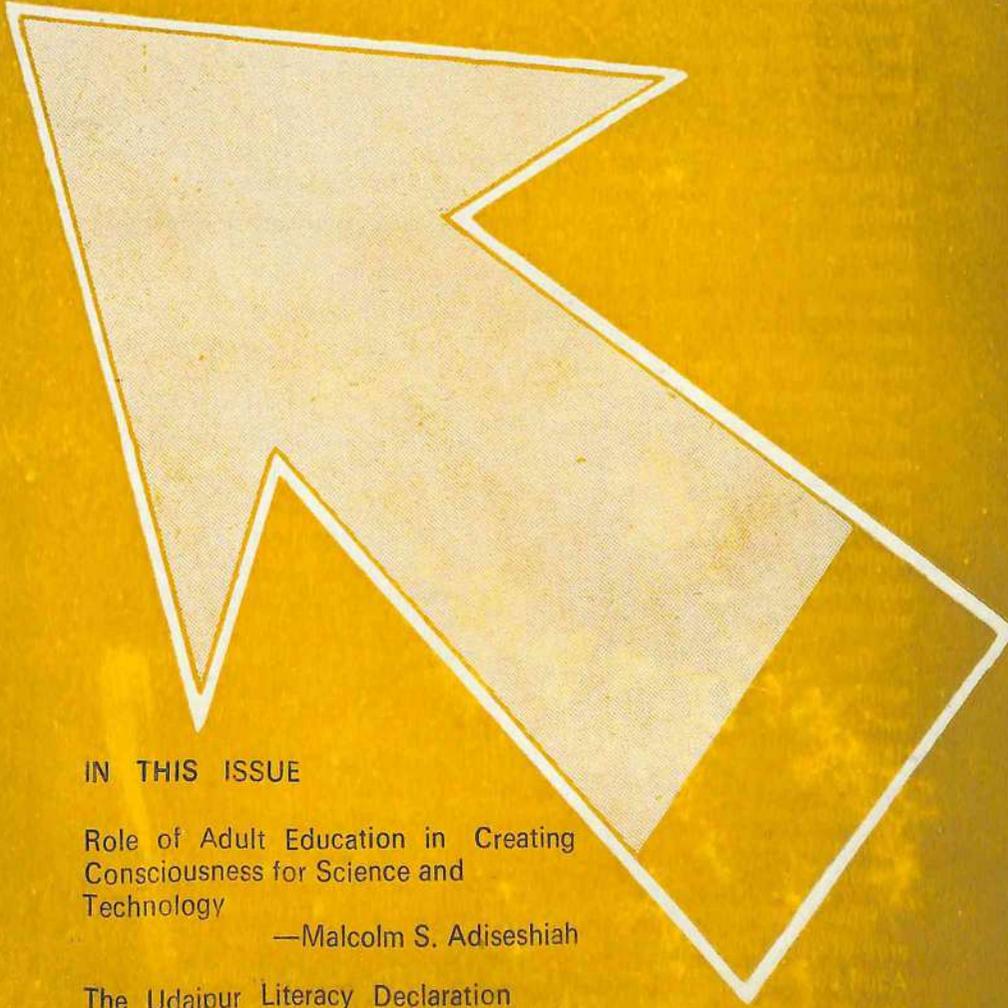
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Consciousness for Science and
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in Adult Education

—N. A. Ansari

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THE UDAIPUR LITERACY DECLARATION

The Reality and the Rhetoric

IN January this year, representatives of national literacy programmes and of international organizations and adult education workers met at a seminar at Udaipur. The participants came together for the first time to analyse and share past experiences in identifying future directions and principles for promoting literacy. The idea was to achieve literacy for all by the year 2000.

The latter was embodied in a Declaration. The Declaration was a call for action. Reading the Declaration is a stirring experience. The attempt in the Declaration has been to (1) arouse awareness, nationally and internationally, that the struggle against illiteracy can be won, (2) demonstrate solidarity with those working on behalf of the thousand million adult illiterates and (3) vigorously mobilise the resources and the will to eradicate illiteracy before the end of this century. The Declaration, it must be added, was adopted as a testament of the commitment to the quest for a world in which human dignity, peace, freedom from exploitation and oppression under pressure are shared by all.

The broad spirit and the intention of the Declaration are as laudable as they are acceptable. The crux of the challenge is in translating the Declaration into meaningful reality. When we know that four adults in the world cannot read and write and are victims of exploitation, how do we go about making them literate and create a world without exploitation, especially when we know the two are mutually related and interdependent? It is worth noting an idea in the Declaration that *nationally motivated mass campaigns can vanish illiteracy regardless of the adversity of conditions a country faces*. This is as hear tening as it is challenging. The dynamics of this assertion as a historical reality merits serious study for its value for replication and extension. The Declaration clarifies that there is need to make use of literacy campaign as part of a struggle for development and the need for creating a commitment to a just society as part of an overall change process. The planetary dimensions of the problem are emphasized and the unjust social and human implications of illiteracy challenge are also pinpointed. Further they are to rouse the conscience of the world. Another and more important point is that in a divided world where understanding and cooperation often appear elusive and intangible, the moral imperative of eradication of illiteracy can unite countries in the sharing of knowledge and in a common and achievable goal. This is said in the background of the colossal nature of illiteracy and its concomitant injustice in a world riven with factions and dissensions.

The above in short is the basic challenge of illiteracy, particularly in view of the desire to eradicate it by the year 2000. The Declaration by itself is very important and in some ways what is more important is what it does not say. *What it does not say is to achieve the goal of eradication of illiteracy by the turn of this century*. This is something that every one in adult education should look into. The Declaration naturally is a testament of faith and hope. The basic challenge really in the next two decades is in operationalising the Declaration in concrete terms. Campaigns may involve in sum and over time millions in a country, but when it comes to operationalization, they have to have specific objectives and the targets equally particular. Eradication of illiteracy cannot be done by a well-meaning wish, it can only be done by hard work that is truly goal-oriented. If this is not recognized, then the inspiring Udaipur Declaration will not be even worth the paper it is written on. If it takes place, the rhetoric has the better of reality. Let us hope, such is not the case.

□□□

Role of Adult Education in Creating Consciousness for Science and Technology

Malcolm S. Adiseshiah

WE have now come to the closing moments of the National seminar on the Role of Adult Education in creating consciousness for Science and Technology and in popularising them. I think that in the seminar's initial 2½ days of the reading of the papers and discussion on them, we have said all that has to be said on the subject, and in the conclusions and recommendations of the seminar that we adopted at the last plenary session, we have set for ourselves the necessary guide posts for our future as adult educators entering this field of science and technology, and have laid down the starting blocks for our individual and collective action therein.

My task as valedictorian has therefore become simple and easy. It is simple because your work has been right and exhaustive and needs no modification or augmentation. It is easy because all that is required of me is to highlight some five major issues that have arisen out of the three day seminar.

Adult Education

The first issue is once more to remind ourselves that Adult Education is not seminars on adult education, not training courses, not State Resource Centres: it is adult learning, to which all these are invaluable and essential side and infra-structures. What is learning? It is the process of internalising an external event

or situation in order to understand it and control it. Thus, adult learning of any kind, which is the process of conceptualising, is itself a scientific event which may or may not have a technological consequence. Thus, adult learning partakes of the character of the scientific method and/or technological content.

Levels of Science and Technology learning

So viewed, adult learning of science and technology comprises various levels of learning and is addressed to varying clientele.

There is the science and technology learning of the basic science student or researcher who is concerned with improving his capacity to understand a section of nature or society, or man. Here there is a thirst for knowledge whose satisfaction is by itself the end process.

There is the science and technology learning of the scientist and technologist at the highest level in order to counter his obsolescence. The natural, social and human scientist is today confronted with such a rate of scientific and technological development and change that his scientific and technological skills face the problem of becoming outdated, and he uses science and technology learning to update himself.

There is the science and technology learning—which is still alas! very inadequate, very much at the beginning

stages—aimed at dealing with the social and economic problems of society. In our society, these problems are large and growing—abject poverty, unemployment and underemployment, and inequality have taken the form of inequity. Science and technology learning—including particularly social and human sciences and their technologies—can be applied to these tragic problems.

There is science and technology learning which is being acquired in order to increase one's skills and improve one's capacity to earn. This income earning facet of science and technology learning runs through the whole gamut of our formal and non-formal learning system.

What we have been concerned about in this seminar is not science and technology learning of any of the above four levels—the improvement of the capacity to understand some facet of nature or society, the countering of obsolescence, the redressing of social and economic ills, or the acquiring of skills to earn more. We are concerned here with science and technology learning of the illiterate adult who constitutes 60 per cent of our society. And so all that I shall be saying from here on will be the science and technology learning perspectives that relate to our adult literacy classes and programmes.

Limitations of Science and Technology

In this task, we face three limitations in such science and technology learning:

The first limitation is that science and technology, both in this country and in a sense, in all countries, seems to be the property of the intellectual and social elite and has therefore to be brought down to the people. This is seen in the term popularisation of science and technology which is in the very title of this seminar. In French the equivalent term

is vulgarisation. That is, science and technology is not of the people, it is not part of their lives, it is not theirs, it has to be brought down to them. It has to be popularised, it is a brahmin descending to the level of the harijan. This is true also of education, the best of which belongs to the elite, 89 per cent of school and university completors coming from the top 20 per cent elite. This non-people's nature of science and technology makes it a foreign product to the adult illiterate.

The second limitation of science and technology is not due to its nature, but to the use, or rather misuse, that we make of it. We use science and technology to produce sophisticated textiles and are slowly phasing out ordinary (controlled) cloth production. We are using science and technology to produce nuclear power but let lie as waste our abundant gobar gas resources. We use science and technology to produce cement and not for use of our lime resources. We are busy concluding technology agreement for producing motor cars and leave the common man's transport, the bullock cart, alone. We use science and technology to send up Rohini, Apple and INSAT while our underemployed grows perilously. We use science and technology to explore the antarctic and do not use it for bringing safe drinking water to over 50,000 villages and their homes. In this sense, science and technology is without meaning and stands alienated from the adult illiterate.

The third limitation is that science and technology comprehend only a part of our life. They deal only with measurable, the quantifiable, the provable in nature, society or man. But then there are whole areas outside the reach of science and technology. They include the love of the mother for her child, culture

the fine arts, religion and spiritual truths and all that our revered host, the Navjeevan Mandal to which we have been privileged to undertake a pilgrimage—pilgrimage which every Indian wants to make—and in which sense a great experience here is not the seminar but our being in this sacred spot and meeting the Chowdhury's, all that Navjeevan Mandal stands for. These are all outside the realm of science and technology, and the task facing the adult learning science and technology is to bring about a synthesis of science and non science, a symbiosis of cultural and moral values with scientific and technological realities.

The Start

Science and technology learning should start at where the adults in the rural literacy class or the urban slum centre is. The start is as is and not as it should be. Where is the adult, at which point he starts science and technology learning ?

Caste ridden : The adult is held to be caste ridden and this is a constraint in his science and technology learning. But the caste in the village or urban slum is indistinguishable from class relationships. The caste and sub-caste net work is closely intertwined with land and property ownership and the unequal income distribution net work. This means that it is not caste which is the constraint, but caste against the solid background of the close relationships. Any system of real land and agrarian reform, or enforcement of a system of minimum wages has an effect on the caste and sub-caste net work and makes science and technology learning real. Science and technology learning must, therefore, be directed to the class relationships as a means of loosening the caste and sub-caste net work and bonds.

Superstition laden : The illiterate

adult is also held to be riddled with superstition which makes him impervious to the scientific temper or the technology method. Here, there are several issues that one must come to terms with. First there is no one in India who is not superstitious. Only some are more superstitious than others. But all of us from the most educated down to the illiterate are superstitious. I ask, which of us educated Indians, anywhere in the country occupying any position in society, will be willing to initiate a new programme or enter a new occupation during *rahu kalam*. I recall that though I had forgotten all about it, when it came to my entering my room as Vice Chancellor of the Madras University on Monday, August 2, 1976, the university members formed a solid front to see that I did not enter my room till 10.31 a.m. when *rahu kalam* was finished. Second, let us remember that yesterday's outdated scientific truths become today's superstition. What we call superstition are practices founded on scientific truths which have since become outdated. That is not all. What we in India discord as superstition, seem to be coming back to us as scientific, verifiable truths from the West. Today, while coming from Delhi in the plane, I opened my copy of the Hindustan Times (of March 16) and found in the magazine supplement an article headed :

Some Truths in Astrology

New Delhi March 15 (PTI) There may after all be a grain of truth in astrology. According to a study conducted in Sheffield, Britain, the date of birth may influence health during childhood.

A team of doctors of the children's hospital of Sheffield and the London School of Hygiene and Tropical Medicine studied the onset of

first fever among all the children born in the city of Sheffield between 1973 and 1977.

Comparing only those cases which were serious enough to require hospitalisation, this study of about 29,000 children showed that the season and the date of birth have a significant effect on the onset of first illness.

The result of this study, published in a recent issue of the British Medical Journal, showed that children born between late April and mid-May are more likely to fall ill before they reach their second year.

The children born between mid-October and early November have the least chance of contracting illness before they are two years old.

Third, the contrast between superstition on the one hand and the scientific method and scientific temper on the other is a real and sharp one. The task here is to build a smooth and gradual transition from one to the other, not forgetting that superstition is not confined to the illiterate adult alone, nor that the scientific method and temper are irrelevant to whole areas of individual and social life. We can do with a dose of humility in our science and technology learning and teaching.

Science and Technology localised : The illiterate adult being exposed to science and technology learning is the small and marginal farmer or his wife and grown up sons and daughters, the agricultural labourer, man or woman, and the rural artisan. Hence, each one of them is already possessed of and is practising some science and technology as a farmer or as a farm labourer in ploughing, planting, weeding, fertilising, watering, reaping, threshing, grain drying and storing; as a woman working

alongside of others in the field or as a wife and mother in cooking, infant care, health and sanitation arrangements; as an artisan bringing precision and skill to his task. All science and technology learning for these groups should build on the science and technology that they know and are practising. Very often it may be necessary to make explicit in scientific and technological terms what is implicit in their daily life and work. What is quite clear is that the adult subject is not a clean slate on which we can write in terms of science and technology which we like; nor is it useful or practical to ignore the scientific and technological base that they present and try to build something completely new and foreign. That way lies scientific chaos and a technological mess.

Learning Steps

There are three steps in the Adult Science and Technology Literacy learning process or class.

First is the passing on of scientific and technological information of specific interest to the adult concerned—as a farmer, a housewife or an artisan. In this connection it is important to remember that the major part of the scientific and technological facts that we, non-scientists, have gathered are from newspapers, radio and TV talks, lectures, seminars, books and magazines. Probably inter personal communication is as important as written materials in acquiring scientific information. It is the success of the transmittal of the new agricultural technology information to the illiterate farmers and farm hand that has led to what Dr. M.S. Swaminathan calls the technocracy movement. Here it was found that the illiterate farmer readily absorbed and puts into practice the latest information on the technology of land and water use, multiple crop planning, HYV seed, ferti-

liser and pesticide use, without the mediation of the written word : similarly the housewife and craftsman have acquired and put to use information on handi-crafts, nutritious food for the family, breast feeding, contraceptive technology etc. Thus, the first step in science and technology learning is the assembling and transmitting of information on all the subjects which are of interest to the particular adult.

The second stage is the process of self analysis and self discovery. Such a self analysis by the adult is the transmission belt for information to become knowledgeable. This is the most difficult part of the learning process. The capacity to analyse, reason and draw conclusions will have to be developed in the literacy class following what is called the active learning method, the dialogue method, which is the learning technique of the adult. And until the adult has analysed the information and facts placed before him and made them his own, until he has passed through this process of reasoning, questioning and self discovery, science and technology learning and knowledge will not have been developed as part of his varied possessions.

The third stage is, when, on the basis of this knowledge which has been gained, the adult proceeds to put them into action in the farm, field, house or the craft involved. This is the crucial stage, and the obstacles here could be the normal conservatism which characterises all of us, whenever we are confronted with anything new, conservatism which is mistaken for superstition, or the red tape and bureaucracy (not to speak of corruption) which can hold up the delivery of the needed inputs—credit, HYV seed, water, fertiliser, yarn, marketing

aid, etc., and so frustrate the success of the initiated action. This means that science and technology learning must be accompanied both by sustained advice and by uninterrupted flow of the inputs needed to put the technology that has been learnt into action.

Media

The key media in science and technology literacy learning is the animator. He has to be chosen by the village panchayat with this additional responsibility in view, and he must have available a continuous programme of pre-service and inservice training in science and technology teaching and learning. And for this he needs science learning materials and simple technological tools, along with science and technology sections on the wall, newspaper and rural newsletters. He should be specially trained in the use of slides, transparencies, radio science talks and TV science shows so that he can mediate through these media to the adults whom he is teaching and from whom he is learning.

The Call

I end with where I began. I believe that we have said all that needs to be said on science and technology learning by the illiterate adult. We have drawn up appropriate and apposite conclusions and practical and challenging resolutions. And now the call is for us—each one of us and all of us of the adult education fraternity—to act: to act first each individually to make science and technology learning a part of the adult literacy programme that we are running; and second, to bring this message of science and technology learning of the illiterate adult to other adult educators who are not here, to the voluntary agencies in our State, to the State and Central Governments so that science and technology learning becomes a part of the lives of our people. □□□

The Udaipur Literacy Declaration

"Campaigning for Literacy" is the global issue that brought people from all parts of the world—representatives of national literacy programmes and of international organizations, and adult education workers—to a special Seminar held in Udaipur, (India) 4-11 January, 1982. The Seminar was the joint effort of the German Foundation for International Development, Education and Science Division; the International Council for Adult Education; Seva Mandir, Udaipur; and UNESCO. The Udaipur Seminar and the Declaration indicate a world-wide commitment to achieving Literacy for all by the Year 2000. The full text of the Udaipur Literacy Declaration is given below.

Recognizing that literacy is a decisive factor in the liberation of individuals from ignorance and exploitation and in the development of society.

Conscious of the need to arouse awareness, nationally and internationally, that the struggle against illiteracy can be won, to demonstrate solidarity with those working on behalf of the thousand million adult illiterates in the world, and to vigorously mobilize the resources and will to eradicate illiteracy before the end of this century.

We representatives of national literacy programmes from Africa, Asia and Latin America, representatives of international organizations and adult educators from all parts of the world, assembled in Udaipur, India, from 4 to 11 January, 1982, to draw and apply the lessons deriving from campaigns for literacy in many countries.

Hereby adopt this Declaration as a testament of our commitment to the quest for a world in which human dignity, peace, freedom from exploitation and oppression are shared by all.

The Declaration

1. One out of every four adults in the world cannot read or write, victims of the discrimination, oppression and indignity that illiteracy breeds. And yet, the clear lessons from efforts in many countries are that nationally motivated mass campaigns can banish illiteracy, regardless of the adversity of conditions a country faces.
2. The magnitude of the problem in many countries calls for massive efforts. Only specific campaigns with clearly-defined targets can create the sense of urgency, mobilize popular support and marshal all possible resources to sustain mass action, continuity and follow-up.
3. It is not enough merely to teach skills linked to general economic development if the poorer classes remain as exploited and disadvantaged as before. A literacy campaign must be seen as a necessary part of a national strategy for overcoming poverty and injustice. A campaign focuses on levels of skills and knowledge achieved, rather than on more numerical enrolment, and takes into account cultural, geographic and linguistic issues.
4. A literacy campaign is a potent and vivid symbol of a nation's struggle for development and commitment to a just society. It creates a critical awareness among people about their own situation and about their possibilities to change and improve their lives.
5. An effective literacy campaign is part of a comprehensive and continuing effort to raise the level of basic education of women and men. These efforts include universal primary education, post-literacy activities and opportunities for adult education—all of which are necessary components of a true and lasting society.

6. The participation of disadvantaged groups that historically have remained subjugated and marginal, especially women, demands the priority of special attention. The identification of groups that may require different approaches, such as out-of-school youth, is essential.
7. Legislative measures and resolutions should reflect a national sense of urgency, define the order of priorities attached to the elimination of illiteracy, and set out the responsibilities and rights of citizens in taking part in the campaign and carrying out its priorities.
8. National popular resolve sustains the political, legislative and administrative measures needed to support the campaign and raise it above partisan politics and changes in political view-points and personalities.
9. While societies in the midst of profound and structural changes find a favourable climate for successful campaigns, all societies, irrespective of political systems, can activate forces for change and create a supportive political environment.
10. Literacy campaigns succeed and realize their liberating and development potential when there are avenues for popular participation in all phases. Participation can be gained through ensuring that all levels and sectors of government take a leadership role in the campaign and that the full range of voluntary and people-based organizations are partners in mobilizing citizens and resources.
11. Decentralized sharing of responsibility and decision-making in the administrative structure creates both participation and responsibility. Decentralization also implies that central authorities have well planned roles in policy-making and supportive actions. Clear delineation of responsibilities at different levels means that planning and implementation decisions can be taken close to where the campaign operates.
12. It is desirable to establish equivalence of literacy and post-literacy activities with formal education and to make appropriate linkages with other education work and such cultural expressions as folk media and the arts.
13. The resources of modern communication and information technology are to be brought to bear on both the creation of a national sense of purpose and on the implementation of the campaign.
14. Research and experimentation are to be directed at improving the pedagogy of the acquisition of literacy skills and at reducing to a minimum the time and effort needed to acquire these skills. Participants should be involved at every stage of monitoring and assessment.
15. Efforts have to be made to mobilize private, voluntary and community resources, both in cash and in services rendered. But effective national campaigns also require a significant allocation of state resources commensurate with the priority attached to the elimination of illiteracy.
16. The eradication of illiteracy is the responsibility of every citizen—leaders and people. Literacy work

(Contd. on page 32)

Population Growth and Nutritional Problems : A Case for Population Education

A. K. Sen

RAPID population growth has assumed an alarming proportion in the developing countries of the world today. There has been a considerable fall in the death rate in these countries through the enforcement of various public health measures and the application of modern medicine. Birth rate has remained more or less constant at high level. The high and stable birth rate combined with the fast decreasing death rate, has contributed mainly to the rapid growth of population. The situation is all the more critical in a country like India which adds about 13 million people every year and accounts for 15 per cent of world's total population with only about 2.4 per cent of world's total land to sustain it. It becomes extremely difficult if not impossible for such countries to provide the basic minimum facilities to the people such as food, clothing, housing and education at a rising level.

Effect of Population Growth on Nutrition

Population growth demands an increase in food supplies and better nutrition. Food production or food importation is required to go up proportionately in order to provide adequate nutrition to the growing population. Excessive population growth beyond the capability of a Nation to provide food will inevitably lower the nutritional status of its people.

Although agricultural and foodgrain

production in the country has shown marked increase in recent times, yet in terms of per capita availability of food, the increase is nominal. Whatever increase is made is eaten up by the ever-increasing number. Per capita consumption of food in terms of calories intake is far short of 3,000 calories recommended by the nutrition experts.

Several studies have indicated that families with a larger number of children have less calorie and protein intake than those with fewer children in similar socio-economic groups. Findings of diet surveys carried out among the textile workers in Ahmedabad and Coimbatore, revealed the striking inverse relationship between family size and protein and calorie intake.

Adverse effects on population growth influence the child's mind and health right from the beginning. Large size family causes malnutrition which has very harmful effects on children, particularly the infant and the pre-school group. Physical growth is retarded and the mental capacity is permanently damaged. The physical and mental retardation resulting from malnutrition during infancy impairs the educational achievement and the productive capacity in later life. Low working capacity of labour force reduces the productivity in industry and agriculture. In India, we have 120 million children in the age group of 0-6 years, comprising 17 per cent of the country's total population.

Persistent high fertility has a very deleterious effect on the health of mother as well as children. Repeated pregnancies cause a continuous nutritional drain on the mother. Both mother and child are thereby exposed to high risk of mortality. A strong co-relation exists between the family size and the infant mortality. Chronic maternal malnutrition and low birth weight have a direct bearing on infant mortality. Moreover, short interval between pregnancies, usually, leads to curtailment of breast feeding and infant care. Birth spacing is considered to be an important factor in infant health as it is believed to be relevant to birth weight and infant survival.

Rapid population growth affects the nutrition of people by altering the demographic structure. Reduced death rate and infant mortality rate coupled with fast growing population result into an increased percentage of younger population below the age of 15 years and old people above the age of 60 years. We have, in our country today, 42 per cent of population who are children and young adults below 15 years. These two sections of population, being dependent, do not contribute to national economy. The Government rather incur a heavy expenditure for providing social services such as education, housing, health and medical services, etc., to these groups. The scarce resources of the country are thus, not allowed to be properly utilised to raise the productivity which otherwise, could have been instrumental to raising nutritional status of people.

Nutrition as a Factor for Health

The relationship between health and nutrition is a close and intimate one. Inadequate nutrition lowers the body resistance of an individual and renders

him susceptible to various diseases, particularly tuberculosis. Adequate food having all the essentials of nutrition is a basic requirement for improving the quality of health. An inter-relationship exists between nutrition and infection. An increased morbidity and mortality from infection is observed in malnourished individuals.

Nutritional deficiency leads to diseases such as rickets, scurvy, beriberi, pellagra, night blindness and kwashiorkor. Diseases of circulatory system such as anaemia, oedema occur due to nutritional insufficiency. Nutritional anaemia causes a considerable amount of morbidity among the expectant and nursing mothers. Malnutrition is an important contributory cause for the large incidence of sickness and death among the children. Ailments involving the digestive tract like diarrhea and constipation are often the results of faulty nutrition. Diet plays an important role in the production of metabolic diseases like of gout, diabetes and obesity. Blood pressure and some heart diseases are closely related to nutrition.

Nutritive diet improves the quality of health of people and provides energy for various activities. Inadequate nutrition lowers the productive capacity of workers which in turn leads to low production of food-stuff. This results into further aggravation of malnutrition among the population.

Socio-economic Implications of Malnutrition :

Malnutrition affects the growth and economy of a nation in many ways :

- i) Nutritional deficiency among the workers lowers their health and vitality, reduces their capacity of work and retards the industrial and agricultural production. This leads

to low national and per capita income and thereby low purchasing power of people.

- ii) Poor health leads to frequent lay-off of workers in industries. It leads to increase in absentism from places of employment by the workers as they often suffer from diseases due to poor nutrition. All these create a great set-back to the economic growth of a country. Prolonged illness of the wage earner brings disaster to a family.
- iii) There is a rapid spread of epidemic due to poor resistance offered by people as a result of mal-nutrition. This necessitates a greater deployment of resources to control the epidemic.
- iv) There is an increase in social conflicts due to widening of the gap between the better nourished and the under-nourished.
- v) Poor physical fitness due to nutritional deficiency leads to inefficiency in all fields of activity.
- iv) Nutritional deficiency in infants and pre-school children causes a permanent retardation of physical and mental growth. As a result, population is likely to be physically, mentally, and economically substandard. There is a gradual decline in the physiological built-up of an average individual such as height, weight and mental will power from generation to generation.

In short, improvement in nutrition can bring a qualitative change in the health of people and can contribute to the national economy through reduction in diseases and deaths, savings in expenditure on health, gains in productivity and increase in the effective working period.

The Need for Family Planning & Population Education :

With such an expanding population in the country having an annual growth rate of 2.2 per cent, the developmental gains through the Five Year Plans are continuously eroded and no appreciable increase in the standard of living can take place. The per capita consumption is low, the nutritional level is unsatisfactory, housing conditions are poor, medical services are inadequate and the employment situation is discouraging and all other aspects of living are much worse than those in advanced countries. The control of population becomes an economic necessity in the present context.

With a view to curbing the rapid growth of population, family planning programme was introduced in the country as an official programme since 1951. In fact, India is the first country of the world to do so. The programme has generally aimed at married couples in the age group 15 to 45 years. The birth rate declined from over 40 per thousand to the present rate of about 33 per thousand. 22.8 per cent of eligible couples have been 'protected' by all methods of family planning so far. There is a need to improve the quality of services and to implement the programme vigorously by education, motivation and persuasion of people.

The programme of family planning will, however, have a temporary effect in controlling the population growth unless it is supplemented by a long range programme of population education for younger generation. There is an imperative need to implement population education for children at various levels of school and for out of school youth. Population education aims at creating an awareness and understanding of the

population problem and its various implications among the younger age groups.

Population education is being implemented at all stages of school education by integrating its various components with different subject areas such as social studies, geography, civics, economics, general science and life sciences. Findings of National Baseline Survey of population education in India conducted by National Council of Education Research and Training in 1980, reveal that 13 States and two Union Territories out of 17 States and three Union Territories covered in the survey, have incorporated the population education ideas in different subjects gradually in a graded manner.

Population education for out of school youths who are on the verge of entering the married life, is being imparted through non-formal education. Population education for such groups is usually reinforced by family planning information and education.

Nutrition Education as a Component of Population Education

In the effort to promote population education, care should be taken to emphasise the aspect of nutrition which is an important and integral component of it. Nutrition Education can play a significant role in the programme of population control.

About 40 per cent of the total deaths occurring in the country, is among the children below the age of 5 years. Mortality in this age group is only 3 to 8 per cent in developed countries. Thus, a large number of children die prematurely and never reach adulthood. Such a situation motivates parents to have large families so that at least few children survive to adulthood. The improve-

ment of nutritional status through education will go a long way in reducing the mortality, bringing a great possibility of survival and in providing an effective motivation to parents to adopt family planning measures for limiting the family size.

Nutrition education will help the younger generation to develop proper food habits and plan for suitable diet which is so vital during the period of growth. Adequate and right type of nutrition will raise their health status and provide healthy workers to industries and agriculture. This will assist the nation to increase its industrial output and to produce more food.

Rise of per capita income does not necessarily lead to better investment in food items by people with consequent improvement in nutrition. It may also happen in opposite direction as is evident from the fact that people with greater income in South-Asia are shifting from rough rice to pleasing polished rice with detriment to nutrition. Education in nutrition can play a useful role in such a situation.

There is a close relation between nutrition and family planning. According to Dr. S. Chandrasekhar, nutrition and family planning are two sides of the same coin of human resource investment. A high degree of protein-calorie malnutrition (Kwashiorkar) is mostly seen in children having a birth order 4 and above. Nutritional anaemia commonly exists in mothers with repeated pregnancies. Osteo-malaria is precipitated in mothers with a large number of children. All these indicate that nutritional status of mothers as well as of children would

Planning Adult Education Programmes for Rural Women

Lakshahira Das

IN this age of rapid advancement of science, technology and knowledge explosion, a country cannot survive as a real democracy until all its citizens are educated. But we find that in India nearly 76 percent of the population is groping in darkness because of its illiteracy. Illiteracy is, therefore, one of the most complicated problems of our country and it is at the root of many social evils, such as, traditionalism, superstitions, ignorance, etc. In view of the existence of such widespread illiteracy, our effort to introduce any kind of social, economic and political reform is just like building a castle in the air; without literacy there can be no complete and active participation of the people in national and international civic life. Since the attainment of independence it has been sincerely felt that for the stability of democracy in India it is necessary to take effective measures for the eradication of illiteracy. The Government of India, therefore, resolved to wage a clearly conceived, well planned and relentless struggle against the widespread illiteracy and launched the NAEP for providing education to nearly 10 crores of people in the 15-35 age group in about 5 years. The main thinking in adult education is based on the following assumptions :

(1) Adult illiteracy is a serious impediment to an individual's growth and to the country's socio-economic

progress.

(2) Education is not co-terminus with schooling but takes place in most work and life situations.

(3) Learning, working and living are inseparable and each acquires meaning only when correlated with others.

(4) The means by which people are involved in the process of development are not at least as important as the ends.

(5) The literate and the poor can rise to their own liberation through literacy.

It must be pointed out here that the destiny of our country is directly correlated with its rural transformation. The concept of rural development can be effectively implemented only by adopting an effective and widespread educational programme, both formal and non-formal. It also needs to be emphasised that a substantial part of the problem of illiteracy is related to women, whose characteristics vary across groups. For example, there are 25-33 lacs of illiterates in Assam within the age group of 15-35 and out of this figure 15.70 are women illiterate. Women in rural areas are deprived of the minimum facilities of enlightenment and education, and since traditions play a more important role in our rural Indian scene, it is important to realise these differences in order to plan appropriate strategies for the spread of edu-

cation among rural women. The formal system of education in the country covers only 10 per cent of the total female population. What is worse is that the rate of wastage, stagnation and drop outs is much higher among girls than among boys. Because of this illiteracy among the rural women, modern development in different spheres of industry, agriculture and services have widened the gap between the urban and the rural women. NAEP lays great stress on the education of women and their upliftment. Because women cannot be left out from sharing the economic, social, cultural and political life of India and unless women folk come forward we will not be able to achieve the desired goal within the stipulated period.

Women are the centres of civilization and industry. From the earliest days of matriarchal hegemony down to the present day man controlled civilization, women by their devotion, industry and resourcefulness have been the protectors of families and centres of home and happiness. Their active association in the task of development is necessary for the happiness of their families, but at the same time they are busy looking after too many children. Even school age girls having to look after younger boys and girls in the family, cook for all, carry the mid-day meals to the fields where parents are working and do light agricultural work. The result is that even in the seventies the enrolment of girls is 244 lakhs or 66 per cent of the total population of the school going age. Thus, one girl out of every three is still out of school. Another problem is the prevalence of dowry and purdah system in the country. Poor guardians generally save whatever they can for giving

dowry to their daughters and cannot afford to defray the expenses of imparting education to their female children. The Dowry Prohibition Act which was passed in 1971 cannot operate unless and until the social conscience of the rural mass is aroused. Extreme poverty provides another stumbling block in the field of women's education in rural areas. Most of the villagers somehow manage to earn their daily bread and not a pie more. Due to poverty women are also to work in the agricultural field and also as day labourer. They also have no proper clothing for visiting public places. Many women cannot come out of home as there is no caretaker for their young children.

Most of the guardians of girls in rural areas due to their conservatism do not agree to the idea of co-education. In the absence of girls' schools and female teachers in adult education centres, the girls are not allowed to attend co-education schools and centres of adult education. This is an acute problem which needs to be solved without further delay in the interest of the country.

These problems, compounded and complicated by social and environmental factors impinge with great force upon the women in rural areas. Taking into consideration the place of women in our society and the responsibilities they are expected to shoulder, we find that they are not well equipped to discharge these obligations. On the other hand the question of women's education has been considered more important than before in the changed circumstances in which democracy, socialism and secularism have become more meaningful. If the position of women's education in the urban areas is somewhat reassuring, it is disheartening in rural areas.

The greatest problem in women's education is how to provide some basic education to the overwhelming majority who have remained outside the reach of the formal system because of their age and social responsibilities as well as literacy gap. For a complete and comprehensive educational programme the first thing is to generate a desire for reading and writing before launching a routine scheme of direct teaching. Again, this target cannot be achieved through the medium of formal school. Nor can there be any use of books, charts, cinema equipment and other audio-visual aids. Along with formal education the rural women should get the opportunities for non-formal and informal education which aim at arousing awareness of their own pitiable condition and the need for increased skill for efficiency and a change of outlook and mode of living, thinking and behaviour conducive to social justice. Recognition of non-formal education could be facilitated through the liberalisation of formal education by relaxing its rigidity and making it more flexible. Non-formal education can be utilised for removing social injustice and imbalance and creating a sense of sharing responsibility without which economic development and rural reconstruction is not possible.

Another vital point in this sphere is that, along with the educational programme, attention should be paid to the economic problems of rural population and to the social reconstruction work of the entire community. We shall have to work for a change in the outlook and pattern of their life. The men and women living in villages must achieve balanced food, good water supply, decent clothing, healthy shelter, good citizenship and ethical conduct and enjoyment of arts, music and drama.

Women living in rural areas must be filled with the desire to have a better life and to welcome the message of scientific nutrition, nursing, maternity and child care, etc. This implies creating social awareness which will lead the prospective learners to understand that improvement of their living conditions based on self-reliance is possible only through adequate literacy. Another point which should be remembered is that it is very important to pay attention to the economic condition of the rural population along with their educational needs.

If this is to be achieved, all programmes and activities of social welfare have to be integrated in the general plan of adult literacy. This vital link was missing for generations in our country. The programme of literacy, therefore, should have a direct bearing on the genuine needs of the people. Experience of field workers shows that whenever an adult literacy programme is combined with welfare services like free health services, community banking, legal aid for the poor, setting up of 'balwadis', 'Anganwadis', vocational training programmes like carpentry, maintenance and repair of agricultural and other implements, setting up of craft workshops in the backyards of rural houses where village wives meet everyday, tailoring, cutting and sewing, knitting, weaving, etc., the motivation of people to join the literacy programme is much higher. The literacy component should be therefore supplemented by a suitable economic programme and linked to opportunities for increased income. Adult education programmes which are not part of an economic project are bound to be less successful.

We cannot expect a hungry man or woman to attend literacy class after a day's hard labour and without a morsel

of food. Supplementary income for the adults can be obtained also through efforts for improved agriculture, poultry, duckery, dairy, fishery and the organization of cottage industries and handicrafts. Education should be viewed as a way of raising the level of living of the people and as a tool to be used in transforming life: Education and enlightenment will trickle down to rural areas only through meaningful, economic and social activities.

For this purpose, effective publicity in favour of education of the illiterate adult women and drop-outs is a 'must' and it is futile to start literacy classes initially when women are not convinced of their importance. Village women are to be brought together in adult education centres where practical demonstrations should be arranged in matters close to their daily life pattern. The adult education programme should try to understand the mental mechanism and social interaction that become operative in evolving a strategy of teaching which is psychologically sound and socially desirable.

For this, new values to be popularised informally are the following:

1. The small family norms for health and happiness.
2. Equality of status for women in decision making.
3. Full participation of women in public activities.
4. Importance of educating daughters.
5. Equal treatment of sons and daughters.
6. Eradication of traditionalism, casteism and superstition in rural society.
7. Launching campaign against dowry system.

8. Development of local leadership among women, self effort in women's welfare.

For this, the adult education workers should select suitable media to convey the message and to make the women grasp the message. Film shows, radio broadcasts, dramas, songs and lectures, discussions and practical demonstrations could all be harmoniously combined to give the best result. When their interest is sufficiently roused and when they feel it worthwhile to come to those centres, then and only then literacy classes should be started. The success of national development and social reconstruction will be judged not by the number of literate men and women, but by the extent of the awareness and the change of outlook which prompts the common people to solve their common problems.

The special literature for rural women should be based on the following points:

1. Becoming aware of home and family life.
2. Introducing maternal and childcare activities.
3. Personal health and hygiene programme.
4. Nutrition and health.
5. Rights and duties as a citizen.
6. Home management training.
7. Awareness about child care and child health.
8. Stitching, embroidery, knitting, etc.
9. Participation in recreational, musical and dramatic programmes.
10. Participation in local welfare activities.
11. Entertainment materials.
12. Participation in income generating programmes.

Post-literacy and Follow-up

Programmes in India

N. A. Ansari

[Part - II]

Planning and Research for Post-Literacy Programmes—Models of operation.

20. It has to be realised clearly right from the beginning that the Literacy and the Post-Literacy Programmes have to go side by side. From the point of view of planning, therefore, post-literacy activities should not be treated as consequential but integrated. It needs to be planned very systematically using adequate learning materials, utilizing a variety of media, proper training of personnel and effective supervision.

21. A Committee on Post-Literacy and Follow-up Programmes was appointed by the National Board of Adult Education in October, 1979. This committee recommended that there should be considerable *flexibility in the organisation of these programmes*. Four distinct models were recommended by this Committee and also a pattern for organisation of need-based continuation education courses. One of the models has also been suggested for organisation of follow-up activities through students. The various official and non-official agencies which have completed the first cycle of the adult education programme were advised to take up the follow-up programmes on the basis of the models considered suitable by them. Funds for

these programmes were also sought to be provided by the Ministry of Education. It is, therefore, encouraging to note that a suitable and adequate machinery for undertaking and supervising the post-literacy and follow-up programmes have been considered necessary and provided for the purpose.

22. The Committee was conscious of the fact that the models were not entirely satisfactory and that *it should be possible to improve them on the basis of experience*. In short, the models may be given as below :

Model-I Village Continuing Education Centre.

„ II Mobile Library and Continuing Education Unit

„ III Continuing Education at Adult Education Centre

„ IV Need-based Continuing Education Courses

„ V Follow-up Activities through Studies

„ VI Diversification of existing Village Libraries.

23. The staffing arrangements and financial provisions have also been provided for each of the suggested models. Details may be seen in the Committee Report.

24. Post-Literacy has a very wide scope for research. Preparation of scientific case studies of existing programmes may be undertaken for discussion and for adoption after making suitable modification. The studies of retention and use of basic educational skills, group learning, and inter-relationship between cognitive learning and action are other important areas for research. Educational planners emphasise group learning. They also stress that learning leads to action. To what extent are they justified and what type of learning environment is most likely to lead the learners to action appear to be appropriate questions for research.

25. Preparation, production, promotion and distribution of literature for neo-literates will involve a lot of trying out of different models to suit the needs, interests, requirements and tests of different readers and their reading abilities. Surveys, studies and researches would be necessary as supporting services in the programme of development of suitable literature for literates.

26. The research programme in this field may include different status studies and surveys of available literature, surveys of needs and interests of the readers, compilation of graded lists of vocabularies through interviews with the readers. Studies will have to be undertaken in the fields of language structure, concept development of key words, gradation of materials produced, testing of readability of books and also research into other aspects like style, content, format, illustration, etc. Findings and data based on these studies would be a valuable source of guidance in the preparation, production and distribution of model literature for neo-literates and would have to be made available to all those

concerned with this field through research and study reports, hand books, seminars and conferences, etc.

IV-Some Illustrative Programmes

Some programmes in the broad area of follow-up and continuation education may also be indicated. These are as follows :

Adult Schools

27. The idea of setting up of *Adult Schools* in India was conceived as an effort to increase part-time schooling of a reduced duration for those adults who were not in a position to follow regular schooling or who had missed it during their childhood due to various reasons.

28. The Adult Schools were set up in the country on an experimental basis during the year 1958-60, with the assistance from the Union Ministry of Education. Under this experiment about fifty Adult Schools were started in different places, viz., Delhi, Bombay, Mysore, Calcutta, Lucknow and Hyderabad covering different regional languages. 'Continuation Education for School Leavers after the compulsory education age limit of Eleven' was yet another experiment conducted during 1963-64 by G. K. Institute of Rural Education, Gargoti, in Maharashtra.

29. The results of these experiments were encouraging and the movement of setting up Adult Schools grew steadily. As an illustration, in the Union Territory of Delhi, at present, twelve Adult Schools are being run by the Delhi Administration in different parts of the city. These schools cater to the needs of the adult learners who desire to complete their senior secondary education through regular evening classes. In the city of Bombay, the Bombay City Social Education Committee conducts along with their regular literacy and post-literacy

classes, some classes in which the adult learners are given, stage by stage, the Education upto the level of Primary School Leaving Certificate Examination which normally takes seven years for a child to complete.

(b) Condensed Courses of Education for Women

30. The Central Social Welfare Board evolved a *scheme of Condensed Courses of Education for Adult Women* in 1958. The main objectives of this scheme are to (i) open new vistas of employment to a large number of deserving and needy women and (ii) create a band of competent trained workers required to man the various projects, particularly in the rural areas in the shortest possible time. Under this scheme, women in the age-group 18-30 who have had some schooling are prepared for Middle School and Matriculation Examinations within a period of two years. This welfare programme with an educational base has proved beneficial to the socially disabled women in enabling them to get employed after successful completion of the course and subsequent training. The women who successfully complete these courses, find employment in rural areas as Gram-sevikas, teachers, nurses, midwives, family planning workers, etc. Voluntary welfare organisations in different parts of the country are supported for organising these programmes by the Central Social Welfare Board.

(c) The Vidyapeeths

31. On the pattern of Folk High Schools of Denmark, Vidyapeeths, meaning 'seats of learning' were set up in the State of Mysore from 1948 onwards. The Vidyapeeths are also based on the ancient Indian Gurukul system of learning and the object of these residential institutions is to provide social and

cultural education as well as training in agriculture and crafts to men and women in the age-group 18-30. From 1960 onwards, short-term courses on topics, such as, family planning, cattle-care, house-keeping, poultry farming, horticulture, child care have also been included in the Vidyapeeths. They stress good citizenship, rural leadership and focus mainly on revitalisation of village life. These Vidyapeeths are located in rural areas of the State, in pleasant settings and natural surroundings.

32. Throughout the duration of courses in these Vidyapeeths, there are close contacts between the students and teachers and they work on the farms together. They keep in touch with one another through visits and correspondence after the students have returned to their homes. The teachers instruct not from the text books but by the "Living word" and discussions are held freely and frankly. A distinguishing feature of these Vidyapeeths is a "Centre" from which new ideas for better living radiate into the rural areas. It is also worthwhile to mention that "in Mysore Vidyapeeth, India has given inspiration to educators throughout the world".

(d) Extension Education

33. Adult Education in the form of *Extension Education* has been developed mainly by Agricultural Universities in India. There are a large number of agricultural universities which provide knowledge of innovations to farmers and home makers through their Extension Departments. Each university has an Agricultural Communication Centre which disseminates technical knowledge among the rural people through the media of mass communication. These

centres design, prepare and print educational material for cultivators and home makers through which a good deal of knowledge having practical implications for making life more useful, productive, comfortable and regulated, is disseminated. These centres also prepare visual aids, maintain correspondence service for the benefit of farmers and field staff, serve the farming community by mobile exhibition units and hasten the process of dissemination of knowledge of agriculture by using radio and television. Conducting actual demonstrations on the cultivators' fields and on-the-spot guidance to the farmers on the problems of farm and home, form an important feature of the Farm Advisory Services. Of late, the universities have begun to develop special programme for the rural youth and have been organising on-the-spot training courses for functionaries at different levels with a view to increasing their efficiency by imparting latest technical 'know how' 'do how', evolved at the various experimental research stations.

34. The Department of Rural Reconstruction encourages activities, such as, training of youth, training of women workers, orientation of school teachers and provides incentives to youth and women organisations with a view to making them self-reliant. Some programmes aiming at education in nutrition are also promoted. The AIR and TV have several programmes aimed at farmers, youth and women.

(e) Correspondence Courses

35. Successful attempts have been made to start *correspondence courses for the young school-going children and out-of-school youth*. Mention may be made of the correspondence courses in the University of Delhi and the Mysore Experiment in University Adult Education. The School of Correspondence

Courses in the University of Delhi set up a pilot project in pursuance of the recommendations of an Expert Committee appointed by the Ministry of Education. These correspondence Courses have the following objectives :

- (a) to provide an efficient and less expensive method of instruction on the higher level in the context of India's national development ;
- (b) to provide facilities to qualified and willing persons who are unable to join regular university courses due to personal and economic reasons or due to their inability to get admission to a regular college to pursue higher education.
- (c) to provide opportunity of economic pursuits to educated citizens to improve their standards of knowledge and learning through continuing education. Continuing education facilities are provided and extension lectures organised by several universities in the country.

36. Efforts are also being made to establish '*Open Schools*' as an *experimental measure*. The Open School is a nonformal structure for education and has great potentialities. The Open School at Delhi under the Central Board of Secondary Education (CBSE), has the following objectives :

- (a) to provide a nonformal alternative to formal schooling with the objective of extending the opportunity of education to out-of-school learners, working adults, house-wives and learners of disadvantaged sections of society living in remote areas of the country.
- (b) to offer bridge and preparatory courses to enable learners to take up Secondary Level Courses;
- (c) to offer Technical, Vocational and Life Enrichment Courses (TVLEC);

(d) to promote an open distance-learning system and dissemination of information.

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Folk High Schools : A Perspective

P.N. Shivpuri

SINCE independence our democratic country has faced several challenges. We are faced with the task of changing the behavioural psychology of the people from a feudalistic and slavish pattern to a psychology with democratic values—i.e. all rights entail responsibilities and discipline should be from within rather than from without.

We were, before independence and are still, facing strong cultural influences alien to our own.

Cooperative and corporate way of life of the Indian village has been tremendously eroded. Transformation of our rural population, which has imbibed over centuries a pattern of life which is scientific as well as based on superstitions and unscientific traditions to a population which has imbibed the scientific spirit to question, to observe relation between cause and effect, to understand the fundamentals of natural laws is also our problem. Yet another problem is that of exodus of unskilled, agriculture-oriented rural people to the urban areas and to make them industrial and technological minded so as to absorb them in productive economic projects.

The caste system is breaking without providing a clear picture and understanding of the new socio-economic order that we wished to create. The rural migrant to the urban areas finds himself exposed to class struggle, without understanding the new situation, and is being

exploited by the powerful and unscrupulous section of society.

The formal education system introduced by Macauley, though patched several times, has miserably failed to deliver the goods in the new context after independence. It has produced through its machinery uneducated literates who have at best gathered some information but do not know how to apply it. Many young people who spent years at school are out of employment. Even those illiterates who believed in the magic of the years spent within the four-walls of the schools have started questioning the validity of becoming literate or studying for a few years at a formal education school. Many artisans need improvement in their method of production and enlightenment as to their role in the emerging Indian society. We can go on enumerating ad infinitum the problems faced by our country.

Search for an Alternative

Freedom in the administration of education has not been the practice in the recent past. The formal education system is highly centralised. It is felt that initiative of promotion of education must now pass from the hands of the autocratic and bureaucratic government to voluntary hands. The increasing population shall neither be able to receive education at one stretch in schools nor is it desirable in the fast changing

world of today. Education for life, not only literacy at recurrent intervals but as a life long process, is essential for our people. The non-formal system of education based on individual needs and oriented to the local environment with integrated multi-disciplinary approach is needed. This is only possible when the educational process is entrusted to people imbued with democratic values, scientific way of thinking, strength in character and whose life—private and public—are not two separate entities but one integrated whole.

Enlightenment/Awareness

In this context one is reminded of two institutions which proved a success in other parts of the world as well as in this country and in the recent past as well as centuries ago, i.e., the Folk High Schools of Denmark and Gurukuls of India. Both have many characteristics in common. This paper will refer to the Folk High Schools only; whereas we may call them Gurukuls, Vidyapeeths, or Janata, Colleges as may be preferred. What is necessary today is a motherland education based on mother tongue. Enlightenment (awareness) of the life of man, is a key word to an understanding of the teaching at a Folk High School same as at a Gurukul. In this context Nationalism, which if evolved, shall solve many problems. It is 'An invisible force, common to a greater or lesser degree to all those, who have a native speech in common, of which the element is free activity and the breadth is the mother tongue.' This shall need arousing of intellectual curiosity to widen the mental horizon of the pupil at the Folk High School rather imparting of information, to give the pupil the proper attitude to-

wards life, not in the form of cut-and-dried philosophy but by helping the pupil to think for themselves and to distinguish between the real and false values. The Folk High School should impart an education that should equip the pupil to take part in the life of the nation. The teacher in this context leads a common life and eats with the pupils, dresses in their fashion and spends his evenings with them.

It must be noted that Folk High Schools prepare pupils for life through *enlightenment* and examinations are incompatible with the free nature of Folk High School education, which is not aimed for preparation for a trade or vocation but knowledge of a purely human character. In a Folk High School old teachers do not torment the young with questions they cannot possibly answer from their own experience of life but can only answer by repeating the words of others. Special vocational courses, such as, co-operation, fishery, agriculture, animal husbandry, etc., may be offered in a Folk High School but the pupils for these vocational courses must take part in the general liberal education.

Pupils

The guarantee for good education at a Folk High School should be assessed by the attendance of pupils who do attend the Folk High School not to seek certificate, diploma or degree but for their own enlightenment and enhancement of knowledge.

No pre-requisite of education should be emphasised and admission to the courses offered by the Folk High School should be open to all. Here we have to differentiate between Adult Education centres conducted for two hours every day, which may also be for promotion

of enlightenment (awareness) and functionality and the Folk High School education, which provides an educational *milieu* for all the twenty-four hours of the pupils' stay at the Folk High School for the purpose of his personality development through helping him to know how to solve his day-to-day problems in his own *milieu*.

Only those pupils who have completed fifteen years of age be included in the counting of 'Yearly' pupils. Pupils getting education partly or having free place, from the school or belonging to the Principals' or Teachers' household or doing some official duty while they are getting education, should not be counted towards the number of 'Yearly' pupils.

Grants/Subsidies/Supervision

As in the old days when 'Gurukuls' were granted State protection and endowments in the form of land and financial assistance with freedom for the 'Guru' to administer it for the furtherance of education, the Folk High Schools to be established need to be granted financial and physical assistance from the State without interference in its utilisation. Supervision by the Government, if any, should be of the nature so as to acquaint with the conditions of the Folk High School rather than meddle with the learning process. This will need a Government official—Adviser—who is sympathetic towards the Folk High Schools. He should act as a kind of Folk High Schools' representative to the State. Such an 'Adviser' should be appointed from amongst the people who have been teachers/principals of a Folk High School.

The grant-in-aid/subsidy should be for the salaries of the teachers (including

the principal), a reasonable amount calculated on the basis of number of 'Yearly' pupils and fixed annual grant for the maintenance of the school, library and the teaching/learning materials. Expansion of the Folk High School movement can be accelerated by granting land and subsidy for the construction of the building. This may be partly treated as a loan at a very nominal rate of interest, to be repaid in easy instalments. The approval of the Folk High School and recognition for the grant can be given in the name of the principal. The recognition may be given to a Folk High School only after its independent functioning for one year and its maintaining a minimum number of 'Yearly' pupil, say ten. The Folk High School being residential in nature the pupils should also partly finance their stay at the school. Though the State should partly subsidise their stay at the Folk High School. A set of rules for the subsidy can be evolved.

Management

The Folk High School should be a secular and non-profit making institution. As such it should be managed on sound economic base by a 'Board of Governors' constituted of local people, who can raise local community resources as well. To start with, existing voluntary institutions which have their own buildings and land should be encouraged.

Curriculum

The instructions for a course can be of varying duration and the courses can be conducted at different times of the year, depending on the need/objectives of the learning of the pupils. The curriculum should be based on the compulsory subjects, such, as language (including learning of 3 R's) and literature,

history, geography, science, civics, economics, behavioural psychology, art, religion, gymnastics, group-singing and optional vocational courses. The curriculum may be prepared taking into consideration the following elements :

- a) the need of the pupils
- b) the need of the community
- c) the abilities of the teachers, and
- d) the objectives of the school.

More and more participatory techniques, such as, debate, discussion group, study group, practical experiment, demonstration, audio-visual aids, excursion, meeting, conference, institute, workshop, seminar, exhibition, cultural activities, etc., should be used in a Folk High School.

Teachers

Teachers should be trained in normal training Colleges and experience in the methods of teaching for normal education, i.e., fixed routines, courses of study, lectures, routine practicals conducted under strict guidance and supervision, etc. More and more people should be given opportunity to see and get training at a Folk High School, institutions working on the lines of Folk High School or with an individual imbued with the democratic spirit of teaching for enlightenment so that an insight into the educational idea behind the movement and its administration may be developed in the teacher by experience and actual participation.

Democratic administrators are needed as Principals of Folk High Schools. There is a dearth of such balanced personalities. The principal at a Folk High School is authoritarian central figure but liberal and democratic at heart. In the balance of these two diverse qualities lies the secret of internal administration of a Folk High School.

People with such qualities should be offered better opportunities so that they may be induced to work in and for these institutions. The teachers, staff and student council representatives' meetings with the Principal are necessary nearly every day.

Though we have started thinking in this direction, very few experiments have been done. Action research in this direction is the prime need.

In short, realisation on the part of the State and the people is essential that the Folk High Schools are the need of the time as a complementary part in the total programme of education.

Recommendations

1. The State Adult Education Associations should be entrusted to locate and, to start with, involve at least one voluntary institution in the State to initiate a Folk High School. It is recommended that the State Adult Education Associations should stimulate, coordinate, promote research, pool experiences, promote ideas and do educational planning for the Janata College movement in the State without interfering in the teaching process at the Folk High School.
2. Folk High School with educational programmes for women should be especially created.
3. Suitable voluntary institutions should be identified and encouraged to establish a Folk High School in each district of the State.
4. State resources should be provided so as to offer an opportunity for testing the non-formal method of teaching and organisation at the Folk High School.
5. Aid of other interested bodies, of the private sector should be enrolled to develop 'functional literacy' in its

relation to production. They should, allow and subsidise their employees stay and attendance of the courses offered at the Folk High School.

6. Legislation should be introduced by the State Government to allow employees of public and private enterprises to attend Folk High School on paid leave.
7. An 'Adviser' for Folk High Schools be appointed in each state.
8. As the choice of language for adult education rests with the State Government and depends on linguistic, social, cultural and economic considerations which vary from one state to another and as the choice of language for adult education may differ from the choice for the school children, the linguistic and pedagogic studies be made for a wise choice in terms of the economic benefit for the individual and social benefit for the community and the state. Once a choice is made, say in favour of the National language, such studies should be further developed to assist the effective use of the chosen language.
9. The teacher/principal, who is called upon to organise and conduct a Folk High School should invariably be exposed to a period of training at an already established and successfully run Folk High School. This practical training will expose him to the experience of how an organisation of such a nature has to be conducted and the learning process organised.
10. When the Folk High School movement expands, the movement may be thwarted due to paucity of trained teachers. It will be better to engage young people with lesser academic qualifications, yet who are otherwise qualified for the subject on which they will be required to impart education, and have previously attended Folk High School as successful pupils.
11. After an incubation period of atleast 5 to 10 years of the establishment of the Folk High Schools, an independent and free organisation such as Indian Adult Education Association be involved to conduct a critical evaluation of the development, changes and economic and social effects of the Folk High School on its pupils and the community as a result of the help and freedom given to it by the State.
12. Research should be directed also in the technology of teaching in order to reduce either pupil learning hours or the teacher-pupil ratio for the Folk High School which might show a tendency towards growth.
13. The period and duration of the courses offered at the Folk High School should invariably take into consideration the agricultural cycle of the local community.
14. To promote Folk High School and local community relationship person-to-person contacts, community assembly lectures, public meetings, meals should be organised by the Folk High School teachers and students. The language used on such occasion should be invariably the local dialect or simple regional language.
15. The benefit of radio talks, television interviews, on aim and objectives of the Folk High School, location, admission possibilities, conditions for granting of scholarship, the courses offered and their period, etc., should be taken for the dissemination of information to the community.

POPULATION GROWTH AND NUTRITIONAL PROBLEMS

(Continued from page 13)

definitely improve if the number of pregnancies is restricted.

Again, population and food supply are strongly co-related not only at family level but also at national level. Nutritional status of people is dependent on the per capita availability and consumption of food.

Population education goes beyond family planning and is concerned with the quality of population. Nutrition has a vital relevance towards the development of the quality which depends on the attainment of high level of health by people through balanced and nutritional diet.

Nutrition education can thus play an important role in developing an understanding. Of the nutritional implications of rapid population growth, the close association between nutrition and health status of people and the far reaching socio-economic consequences of malnutrition can prepare the present and future generation to meet the challenges posed by the rapidly growing population. Nutrition education should therefore find its due place and recognition in the overall programme of population education. □□□

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**“Men build
too many walls
and
not enough bridges.”**

D. PIRE

Non-formal Education

(A Study for its Expected Contributions)

G. Haldar

THE Constitutional promises of completing the universal, free and compulsory education for all upto the age of 14 and within ten years i.e., by 1960, has been a dismal failure. After the 34th Independence Day in 1981 it has been found that the aforesaid promise is far from being fulfilled. Till now the system of education prevalent in pre-independent India is in continuation as a national system of education with a slight plus-minus of the structure and colour. But its discriminatory character has been allowed to remain as it was. "Elementary schools which form the base of our educational set up and they are only entrances, function as highly discriminatory gateways, opening wide for the rich, extremely narrow for the poor and virtually not at all for the poorest". We have critically analysed this problem in its various aspects and come to the conclusion that the schools can reach the poor if these institutions identify themselves with the general struggle of the poor against poverty. To achieve this identification, the schools will have to become the centres from where the consciousness of this struggle will be developed systematically. The contents and methods of education must be derived from the requirement of this struggle.

Moreover, we know that the prevailing system of education which had been formulated during the British regime and served to create a distance between the common people and the educated, has retained its close resemblance to the

original structure. As a result the existing schools with their old *modus operandi* have no ability to reach the poor and there is severe discrimination against the poor and the oppressed. Yet, the existing system of education with its flaw has been regarded as State-subject as well as a national system. We may criticise the flaws of the existing system and plead for the change of this arrangement. But we are bound to work with it. We are bound to follow the principles along with the contents and methods imposed by the Government formed by our elected representatives. If any improvement of the system of education as per the needs of the people is to be effected, the State must take the initiative.

Under the circumstances, we are working with some projects which are trying to make the villagers self-reliant. In this connection we think that literacy is one of the indispensable aspects of our programme. Therefore, it is imperative for us to save the school-going children from the illness of the existing system and simultaneously to conduct a complementary, if not parallel, literacy movement. In short, our project has been prepared as two sided—one is to be applied to fill in the gaps of the existing system of school education and to facilitate literacy to all children upto the age of 14 and the other, i.e. the complementary non-formal education is to help the villagers to become aware of their condition and thereby to inspire them to fight against it. This can also lead to the

satisfaction of the material and cultural needs of the villagers under this project to a great extent.

We can again articulate that our project's main stress would be laid on non-formal education through which our lookout is to achieve three interrelated objectives, i.e., functional literacy based on the promotion of Three R's plus development of professional and vocational skills, plus development of faculties related to up-to-date social and national thought and action.

Expected Contribution of the Proposed Study

(a) To theory : Theoretically it is expected that the proposed project on Rural Education for developmental programme may expose the concrete concept of education which has direct relevance as well as resemblance to the life-situation and which aims at education for self-reliance and participation. Our rural education programme is expected to help the rural people, specially the poor, to transform themselves from being acted upon to being actors. For being so, the adults of tomorrow and today will have to attain appropriate knowledge along with skill and the process of application. As the conception of education exposed in the project is not at all abstract or divorced from reality, the teachers of the schools and the participant educators of the non-formal adult education would be able to help the citizens of tomorrow and of today respectively as per the needs of both.

(b) To methodology : The proposed project is expected to show the appropriate ways and means of implementation to achieve the aims and objectives enumerated above and thereby may contribute to methodology as follows :

(i) Methods of bringing all children to schools and retaining them till 14

years of age.

(ii) Methods of imparting education relevant to life-situation and national needs.

(iii) Previously attempts were made to impart adult education in connection with abolition of illiteracy by opening a centre, supplying materials for imparting education, persuading adults to attend the centre regularly in the evening and sometimes by tempting the adults by means of offering Chira, Gur, Muri, etc. But the application of this process for the last about thirty three or four years has been an utter failure.

But our project study along with its application, is expected to contribute to the process of imparting functional literacy to the villagers who would feel the need for furthering the material interest in life-situation, the result of which is nothing but the ultimate gain of the nation as a whole. Our method is to encourage the people to develop themselves, because we believe that they cannot be developed by others through persuasion, temptation or imposition but they are to develop themselves and this can be actualized when their economic interest is satisfied.

(c) To its practical import : Our traditional education was totally divorced from work and this condition still continues to dominate the system. Mahatma Gandhi's attempt was to introduce work in the formal school system. But it has brought no success. Very recently a new attempt to add work experience and social service to formal education has brought acute problem in the field of traditional system of education. We believe that to

add work to the traditional system of education is much difficult and problematic than to build education around the work with which non-formal educators are basically concerned.

(d) To national relevance : In the earlier days our leaders emphasized growth in GNP through advancement of formal education. But this attempt has brought inequalities of income-distribution and as a result it has gone against social justice. About 70% of Indian population is illiterate. Formal education has failed to cheer most of the people. Now the concept of development is gradually changing today we emphasize the development of man himself and his basic needs over material goods. We now attach equal importance to means as well as to ends. Our attempt is nothing but involvement of people in the process of development making them aware of the social reality, enabling them to discover tentative solutions, organising them and assisting them to evolve and implement tentative solutions to their problems. In our attempt the project is expected to contribute much because :

- (i) Non-formal education yields immediate results as compared to formal education.
- (ii) Non-formal education can be used to train the new leadership that is coming to power in developing countries.
- (iii) Its programmes are generally built around developmental tasks and its objective is to help people to help themselves. Non-formal education is "education through reconstruction and reconstruction through education."
- (iv) The programme of non-formal education involves people intimately with developmental activities, etc.

THE UDAIPUR LITERACY

DECLARATION

(Continued from page 9)

symbolizes in a powerful way the unity and solidarity of individuals and groups within a country and offers people from all walks of life the opportunity to help others learn and to widen their horizons.

17. In a divided world, where understanding and cooperation often appear as elusive and intangible, the moral imperative of the eradication of illiteracy can unite countries in the sharing of knowledge and in a common and achievable goal.
18. Renewed dedication and effort at the national, regional and international level is required to overcome the intolerable situation in which hundreds of millions of people find themselves. The planetary dimensions and the unjust social and human implications of illiteracy challenge the conscience of the world.

In consequence of the above, and bearing in mind that the United Nations Third Development Decade has specified the elimination of illiteracy as an essential strategy in the struggle against poverty and inequity.

We call upon the United Nations and its agencies and Organizations, and particularly UNESCO, to take the necessary action to declare a World Literacy Year as a concrete step in our common goal of achieving a Literate World by the Year 2000.

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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 several 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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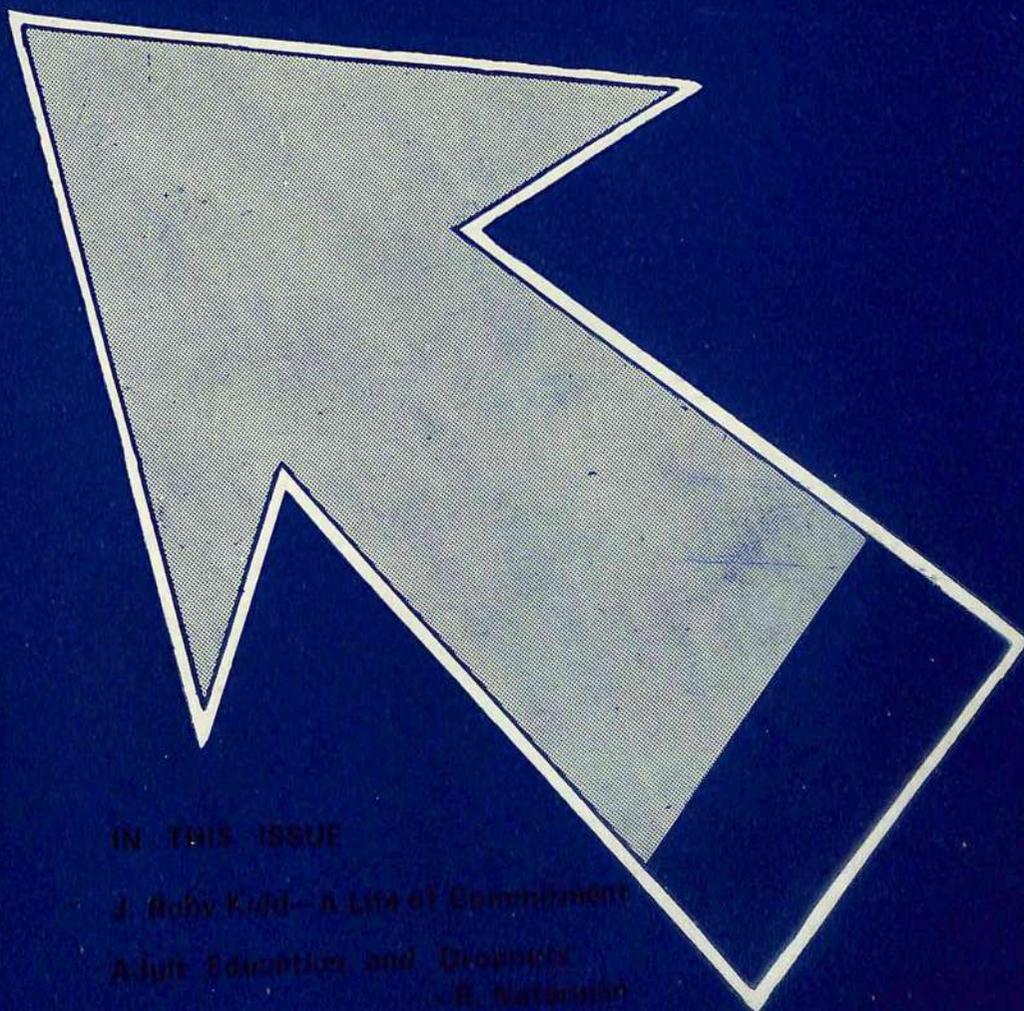
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Indian Journal of Adult Education

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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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Do you believe in adult education ?

The other day at one of the informal gatherings at a friend's place, I was introduced as an expert in adult education. Our host, like so many of us these days, was somewhat liberal with his praise of my so-called expertise in adult education. Noticing my discomfiture, he did not proceed any further. I felt relieved, the ordeal was over. But that was too soon.

A lady of Indian origin living in one of the affluent countries of the West, shot a question at me unexpectedly, "Tell me, do you really believe in adult education?" The question was not only unexpected but also strange in the extreme. I quickly recovered from the unprepared uneasiness and said in as clear and assertive a tone as possible, "Yes, madam, with all my heart I do," and then began a barrage of questions from this lady. "Do you think we can really educate adults? Of course, you may teach them a thing or two but educating them in the real sense of the term is out of question," she declared with the finality as firm as she was divinely ordained. Before I could start answering, she continued, "What kind of people are we that we ignore that women's necklaces can be snatched in broad day light? When a beggar with sores all over his body comes to you with his arms stretched for alms, we do not bat an eyelid. What kind of people are we? We have no pity or sense of concern. Then look at those dacoits who are sheltered by people and even glorified." The examples were endless and so was her insistence that as for educating adults it was not possible. One of her last sentences was most illuminating, "In each one of us," she said, "there is the devil of one kind or another. There is no hope for us. The ultimate wish of Indians is to choose some kind of soul-negating deed or stance in life."

Before I could start answering her, she abruptly headed for the exit, mumbling apologies to the host and others. She was like a whirlwind come and gone almost the same time.

Reflecting on that encounter, one can be critical of cultural alienation, her abruptness, her haughty manner, her emotional and intellectual manner which did not show sufficient maturity and above all a philosophy that was basically negative. She had no faith in Man and his capacity to change and improve. Man's condition was pre-ordained and final, and adult education to her was mere tinkering with human reality.

One can scoff at such a person. But the more important thing is to realize in a special way that adult education, rather, changing human behaviour, is not easy. All attempts at manipulating behavioural change must recognize honestly that if adult education is ultimately changing human behaviour, it is the most demanding of all developmental tasks.

Meeting the lady was not exactly a pleasant experience. But she was provocative enough to make me ask myself many times, "Do I believe in adult education?" It is good to question what is so often obvious.

□□□

J. R. KIDD—A Life of Commitment

“It isn’t so much that dying is tragic, for death comes to us all, but dying without meaning. Life is never tragic ; the tragedy is living without meaning.”

— J.R. KIDD

IMMENSE indeed would be the richness of a man’s life who endeavoured to bring “meaning” to other people’s life. For, there is no cause nobler than dispelling ignorance to make people self-dependent.

Dr Kidd died suddenly in Toronto on March 21, 1982. On return from a meeting in New York, he collapsed at the Toronto airport and died shortly after in hospital. He was 66.

James Robbins Kidd (popularly known as Roby) was born in Wapella Saskatchewan in 1915, and spent his formative years in Gibson’s Landing and Vancouver, British Columbia. From 1935 to 1947 he worked with the YMCA in Montreal, Ottawa and New York, continuing his further education in Montreal as a part-time student.

In 1947, he completed his doctorate in education at Columbia University, New York, and came to Toronto to start his 14 years with the Canadian Association for Adult Education, first as Associate Director and then as Director for ten years. From 1961 to 1965, he held positions in Ottawa with the Humanities Research Council, Social Science Research Council, and Overseas Institute of Canada.

Roby’s commitment to international development was an active one. He organized the Overseas Book Centre (1959) and the Overseas Institute (1961) which grew into the Canadian Council for Inter-

national Cooperation. He took on responsibilities in international organizations, worked in the Caribbean and India, and with colleagues in many countries.

When the Third UNESCO World Conference on Adult Education was held in Montreal in 1960, Roby was named its President. His appointment in 1969 as Jury Member of the UNESCO World Literacy Awards continued till his death. He was also Chairman (1974-75) of the Evaluation Committee of the Experimental World Literacy Programme.

In 1966, he became Chairman of the Department of Adult Education in the newly-established Ontario Institute for Studies in Education and, since 1972, continued as Professor. Teaching was Roby’s abiding love and throughout his life he taught in universities and colleges and conducted seminars in all parts of the world.

During 1971-72, Roby devoted himself to the fulfilment of a long-time dream of adult educators for an international and non-governmental body to bring together all those committed to the adult education movement. In 1973, the International Council for Adult Education came into being, with Roby as its first Secretary-General for six years. In 1979, he became Treasurer of the ICAE and continued his active involvement in its

work. During all Roby's extraordinary service to international adult education through the ICAE, he received no honorarium and continued with his full-time teaching.

Throughout his life Roby maintained his sense of joy, of honour, the twinkle in the eye. When writing once on the Ten Commandments for Educators, he ended with :

*"Thou shalt remember the sacredness and dignity of thy calling
and, at the same time,
Thou shalt not take thyself too damned seriously!"*

□

Roby Kidd—A Unique Adult Educator

Malcolm S. Adiseshiah

ROBY Kidd left us suddenly on March 21, 1982, on his way home from an Adult Education meeting, in New York.

He helped develop the Canadian Adult Education movement, UNESCO's programme in Adult Education, the Adult Education associations in many African, Latin American and Caribbean countries, and was the founder and unceasing promoter of the International Council of Adult Education. He had a special liking for Asia, and was the first adult educator to visit the Soviet Union, the People's Republic of China and Vietnam and bring them into the International family of Adult Education. He had a close attachment to India. He lived in Jaipur and was a visiting Professor of Adult Education in the University of Rajasthan for over a year and made a host of converts to the cause of Adult Education in Mohan Singh Mehta, the Bordias, the Shrivatsavas and many others in Udaipur, Rajasthan, Delhi and other parts of India.

Born in Saskatchewan, Kidd was the son of the first Ford dealer, west of Manitoba. His father died when Kidd was 4.

The family moved to British Columbia. He worked his way through Sir George Williams University in Montreal as Boys' work secretary at the YMCA. Wages earned here from 1935 to 1947 helped him get an M.A at McGill and his doctorate at Columbia University in New York.

Over a 35-year-long career, he received six honorary doctorates, was the first Canadian to get the William Pearson Trolley medal for distinguished leadership in Adult Education from Syracuse University, and was awarded the Order of Canada in 1975.

Roby Kidd's Adult Education began with his family. Bruce, 38, the eldest son, a former Olympic runner is associate professor of physical education at the University of Toronto. Ross, 36, is finishing a doctorate at the Ontario Institute of Studies in Education (OISE) after 12 years in adult education in Africa, where he used stage performances to teach. Alice lives in an experimental community at Camelsfoot, BC. At 30, David is back at university studying Canadian history, after years as a mechanic. He got his class

'A' certificate, showing that he could do something no one else in the family could do. Dorothy, a Ryerson graduate, has been the manager of a cooperative radio station in Vancouver. Kidd's widow, Margaret, who has been involved in day care for children all her life, is director of the Early Childhood Learning Centre at Ryerson.

Roby Kidd has left us a legacy that we must carry on with. That legacy in his own words can be set forth thus :

"The North and South poles have been discovered and Mount Everest climbed, so I am open to suggestions about what to do next." (1956).

"Our first problem is to survive. It is not a question of the survival of the fittest ; either we survive together, or we perish together. Survival requires that the countries of the world must learn to live together in peace. 'Learn' is the operative word. Mutual respect, understanding, sympathy are qualities that are destroyed by ignorance, and fostered by knowledge. In the field of international understanding, adult education in today's

divided world takes on a new importance." (From the 'Montreal Declaration on Adult Education', 1960)

It has been accepted as a principle in democracy that opportunity should be shared as fully and as equitably as possible. This must mean equal opportunity for pursuing an education. Such a goal can be attained much more completely and readily if education is extended throughout life and the possibility of obtaining education is thus spread, not only over more years, but before those who develop more slowly and those who start without capital or money or position and those who have suffered handicaps or a poor start in youth but have recovered as adults. (Paraphrased from 'The Implications of Continuous Learning', 1966).

"In our world, the road to Holiness necessarily passes through the world of action."

—DAG HAMMARSKJOLD

"The educational act is perfect when the truth apprehended by the intellect is felt in the heart and expressed in action."

—ROSMINI



J. R. Kidd—Some Recollections

Amrik Singh

I met Roby Kidd in July 1965. A meeting had been convened at Bhopal to seek to establish what eventually came to be known as IUACE. We both attended that meeting which I found rather stimulating. While returning to Delhi, the train made an unexpected halt at one of the wayside stations. This gave us half an hour together. After the hurly-burly of the meeting we were able to have a good chat and that is what started our very long and fruitful

association. During the next few months that he was at Jaipur I visited him once. He, too, came to see me in Delhi whenever he visited Delhi. As I look back over those events, it is with a feeling of strong nostalgia that I recall my very cordial and productive relationship with him.

I do not claim to be a friend of his. After he went back from India my contact with him was intermittent. I visited him twice in Toronto. He came over

to India on a few occasions. In 1976 there was the meeting of the International Council of Adult Education at Dar es Salaam where he was the star attraction, if one may put it that way. Two years earlier, on a visit to India we had spent a couple of hours together at lunch. At that meeting he spelt out his plans of establishing the International Council. The name of Malcolm Adiseshiah also came up and I warmly supported the idea to make him the first President of the International Council. A couple of years after the International Council had been in operation, Roby recalled that conversation and the fact that Malcolm's name had been thought of as the first President. Roby was happy about it and so was I. As an Indian I felt that it was a matter of pride to have projected a fellow countryman as the first President of the International Council of Adult Education.

As a human being he was warmhearted, sincere and full of a deep commitment to justice and equality. I have not come across many persons who have been imbued with a sense of idealism to the same extent as Roby was. His idealism always took a practical form. He knew how to give practical expression

to his ideas and his idealism. The International Council is a living testimony to his vision and his organising ability.

If I may strike a somewhat personal note, his commitment to India was very deep. Not only did he take the opportunity to visit this country every 2-3 years, he kept in touch with a large number of persons. I myself on an average exchanged a couple of letters with him every year. In his own way he recognised the fact that in terms of size and population India was so large that it was not possible to think of the world as a unit without India being an important part of it. What I am saying is not based on speculation. On a couple of occasions we talked about these matters at some length.

Though a man of great restraint, thrice I saw him give expression to his anger and frustration. In one case I thought this was a bit of an over-reaction but in regard to the other two cases I thought what he was saying was perfectly valid and he was totally within his rights to give expression to his indignation. The point to note, however, is that he was a man who was singularly free of malice. More than that, he had nothing but goodwill for everybody. I would say that he was a true Christian. □

Roby—The Greatest Adult Educator of the Century

S. C. Dutta

TWENTY-first March was the saddest day in the history of international adult education movement because on this day we lost the greatest adult educator of this century, Roby Kidd. It was about 28 years ago that I first met Roby at Toronto; where I had gone to partici-

pate in the International Conference of Social Work as a Resource Person. This meeting with Roby grew into an abiding friendship, leading to close cooperation in the promotion and development of Adult Education in developing countries. As our friendship grew, Roby's influence

on me, my work, my thinking and action also grew. And a stage came in my life when Roby's words became command to me. This became possible because in Roby I found a dedicated and devoted friend of the poor, determined to raise their quality of life through education and thereby leading them to action to solve their own problems. Whenever I had an opportunity to meet him, whether in New Delhi, Jaipur, London, Paris, or San Jose, the discussions that we had together, the speeches that he made, all gave me the impression that he had an abiding interest in raising the standard of living of the poor, regardless of race and nationality through adult education, which to Roby was an instrument of enrichment and liberation from ignorance and poverty.

I learnt a lot from Roby, and I would like to take this opportunity to acknowledge my debt to him, for, Roby's influence gave to our efforts a new dimension and a new meaning irrespective of immediate results for Roby, the ultimate goal was important and for this he hopped from one continent to another, reminding us of his international vision and the new International Economic and Social Order. It became clear to me that while we must break barriers within our own country, we must build bridges

with other countries. Among all the outstanding adult educators I have come across, I am yet to meet someone with the breadth of vision and depth of commitment of Roby Kidd. A man of unusual dedication, matchless energy, Roby was a source of inspiration and guidance to many old and young adult educators who are today carrying forward the torch lit by Roby in various parts of the world.

Roby should not be caged and cabined by merely being called the greatest adult educator of this century, for he was above all a humanist, a fighter for human values. In this wide world, Roby was a supporter of ideas and work which would ultimately benefit the common men and women.

Roby's greatest gift to the mankind was the International Council of Adult Education. In conceiving this idea and putting it on the ground, we had spent many days and nights together. We owe it to Roby and his great contribution towards our fight for equality and against poverty and ignorance that this brain-child of Roby should live and prosper. Each one of us has a duty to see that we carry the torch that he lit, until the end of our lives. While saluting the great Roby, I pledge to keep ICAE going, by all means at my command. □□□

“Whoever wants to travel to the Moon or to Venus is welcome to it, as long as it isn't me. That's not the adventure I crave. Because I have discovered that there are other quests, other voyages that hold greater excitement; namely, searching the thought and feeling of men of all ages expressed through the arts, how man gets along with man with all the terrors and possibilities, and, most perilous of all perhaps, how one comes to grip with the exploration of oneself.”

—J. R. KIDD

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Adult Education and Dropouts

R. Natarajan

WHATEVER be the opinion of people about the success of the National Adult Education Programme (NAEP) there is no denying that NAEP has come to stay, and that there has been a growing awareness among people about the benefits of this programme.

It is estimated that 110 million adult illiterates will be covered through NAEP during the Sixth and Seventh Plan period. A provision of Rs. 128 crores has been made in the Sixth Plan for the Adult Education Programme. However, at an estimated rate of Rs. 110 per learner, more than Rs. 1,200 crores will be required to cover the 110 million illiterates. The educational authorities and the Government deserve credit for making best possible efforts to bring literacy, functionality and awareness to the adult illiterates through this programme. Adult education has also found a place in the Prime Minister's new 20-point programme.

As per the 1971 census, the total population in the age group 15-35 years was 167.58 million, 58 per cent (97.2 million) of them being illiterate. According to an estimate the total population in this age group in 1981 was 235 million, 115.2 million (49.02 per cent) among them being illiterate. This shows that while the decadal rate of increase in this age group has been 40.23 per cent the decrease in illiteracy rate has been a mere 8.98 per cent. In addition to this there are about 40 per cent of those who enrol in the centres but drop out later.

This indicates the wide gap between increase in population in the age group 15-35 years and the rate of literacy. While it calls for an increase in the literacy rate, the problem of dropouts needs to be tackled seriously.

We have to concentrate not only on development in terms of number of people made literate but also on the nature of development, that is, what it has done to elevate the standard of the individual. The programme should be relevant to all aspects of the developmental need of the individual. It should be adequately relevant to vocations in the rural set-up. It should help the individual become a better farmer, a better skilled worker and a human being closer to self-fulfilment. Emphasis should be on proper planning. It will mean training of instructors, support for a variety of functional components, use of audio-visual aids and of modern communication techniques (radio, film & T.V). Since T.V. as a means of communication will require investment running into hundreds of crores of rupees, cheap and effective means of communication, such as, documentaries having a direct bearing on education and development could be a viable alternative.

Evaluation studies of Adult Education Programme in some eight blocks (Madanpur, Amarpur, Laxmipur, Giryak, Sirdala, Balumath, Shikaripada) of Bihar have indicated family problems and low income, instructors' failure to make the classes interesting, inconvenient

location of centres and unsuitable timing of classes as the reasons for dropping out. Assuming the median family size of dropouts to be not different from that of the learners which ranged between 3 and 9, the median family income of dropouts was found to be between Rs. 81.20 and Rs. 134.40 per month. Median age of dropouts ranged between 2.05 and 27.5 years. Nearly 75 per cent of the dropouts were married. Under such conditions the prospect of a better life in future does not seem to be attractive enough. That the programme is not adequately relevant is revealed by the fact that only 21.7 per cent of the learners attending the programme in these centres felt that the programme had prepared them better for their present occupation, while 57.84 per cent felt somewhat better prepared and 20.45 per cent felt that the programme had not prepared them for their present occupation.

It is necessary that the centres are well equipped and teaching aids are of a certain minimum standard. In the absence of these it cannot be expected that the instructors' inputs would be of good standard or that their level of motivation is high.

Attitudinal and motivational changes

have to be brought about in Project Officers, Supervisors and other functionaries associated with the programme. Frequent and regular visits of Government officials of the Department of Adult Education and attempts to know the problems of the functionaries will be of help here. To be with them, sit with them, and spending some time to know their problems would encourage them in taking personal interest in the centres. The services and efforts of all functionaries should be recognised and made known to others. It is easy to deal with machines, but to deal with human beings, to make them feel a sense of pride in what they are doing is not an easy task. Nevertheless, this alone will bring about greater effectiveness in the programme. To share the problem faced is in itself a great source of motivation for the people.

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Some Exemplary Trends of Adult Education in the U.S.A.

Kumar Anand

"I do not want my house to be walled in all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible—but I refuse to be blown off my feet by any."

—MAHATMA GANDHI

THE field situations in the U.S.A. with more than ninety per cent literate people and India with hardly thirty-five per cent literates are poles apart, and apparently there seems little scope for a comparative study for the benefit of adult education programme in India. But if, as Prof. Alexander N. Charter, Director, Syracuse University, Resources for Educators of Adults, New York, U.S.A. observes—"Nations more developed in adult education do provide funds, plans, models and ideas to the developing Nations. In turn, however, the more developed nations should learn from the experiences and results of the other nations. All peoples must learn from each other through greater reciprocal exchange of alternative solutions to problems"—a country like India must have a lot to learn and emulate from the experiences of a country as developed as the U.S.A. It was with this objective of exploring the

possibilities of applying some of the U.S. concepts and practices to the Indian field situations that the author took up a project under the expert guidance of Prof. Charters, during his personal visit to the U.S.A. in 1980.

In the U.S.A., adult education is being carried on in many forms and with many purposes. Some institutions deal with education in health, family relations, consumer buying, planned parenthood, hygiene, child care and the like while others aim at inculcating and developing vocational, technical and professional competence. They may also aim at keeping an adult up-to-date on new developments in his occupation or profession. There are many voluntary organizations, agencies, local bodies and commercial enterprises that embrace different kinds of liberal education programmes, such as, education in dance, theatre, the arts, music, literature, arts and crafts.

This paper was circulated by Shri Kumar Anand, at the 34th All India Adult Education Conference held in Patna from 20th Oct, 1981 onwards. While on his personal visit to the U.S.A. in 1980, he attended classes in Comparative and International Adult Education, offered by the School of Education, Syracuse University of the New York State and made an oral presentation on 'The background and status of adult education in India' before the University students, which was highly appreciated.

At many places, schools have been designed in such a way that they can be used specifically for adults as well as for children. The Molt Foundation Programme in Flint, Michigan, involves a pattern of separate staffing for adult and child education within a school system. At many places, credit programmes duplicating courses are offered to regular undergraduates via television or correspondence or in separate 'downtown' colleges.

Certain developments which are almost wholly American, are agricultural extension services which have provided an appropriate model for newly developing countries. The extension service of the U.S. Department of Agriculture conducts agricultural, home economics and even public affairs programmes in every State of the country. Agricultural 'demonstrations' may well prove to be one of the most effective methods of adult education among the farmers of India.

There are yet other institutions and faculties of universities which serve the purpose of life-long education of those who are already educated. These help highly educated and trained persons, even professionals, to keep in touch with developments in any particular field. This aspect of continuing education is almost non-existent in India and consequently, once out of the college, one's knowledge soon becomes outdated in the fast changing world of today. In the words of the American anthropologist Margaret Mead, "No man today will die in the world in which he was born." The need for continued renewal of learning can hardly be overemphasized.

The geographical area of this study comprises Syracuse, a medium size city in New York and the surrounding places.

The Syracuse area, with 500,000 people, is an important industrial, medical, commercial and educational centre. The

community is said to be "lively and friendly and the university stands at the centre of a varied metropolitan area, rich in recreational and cultural resources." The university is one of the few universities in the world where a graduate programme in adult education is offered. In and around Syracuse, there are a number of institutions and organizations which offer adult education courses in some form or the other. Considering the needs of National Adult Education Programme of India, the author selected three different organizations, representing three different forms of adult education for a detailed study. These are :

1. Laubach Literacy International, creating literacy programmes;
2. BOCES for adult continuing education; and
3. Syracuse Cable Systems, reaching people through televisions.

(1) *Laubach Literacy International* is a non-profit, educational organization "creating literacy programmes in which people acquire the attitudes, information and skills they need to solve problems." Laubach programmes are characterized by (a) a methodology adaptable to individual and cultural differences ; (b) the training and utilization of volunteer teachers (c) an empathetic, Each-one-Teach-one relationship in which both teacher and student learn; and (d) the publication of primers and easy-to-read literature on topics of immediate importance to adults.

With an annual income of \$ 1,870,302 (from June 1, 1978 to May, 31, 1979) and total expenses amounting to about \$ 1,924,017 during the same period, the organisation has been able to carry on its activities in many countries of North and Latin America, Middle East, Asia and Africa. It does receive government

grants, but a major part of its income comes from contributions and its own publications. This is what voluntary organizations of India should try to emulate as there is general tendency among them to depend upon governmental grants for carrying on their activities.

In Canada and the United States, 20,537 volunteer members of the National Affiliation for Literacy Advance (NALA) tutor more than 30,000 English-speaking non-readers and persons learning English as a second language. Four Laubach staff trainers conduct workshops for volunteer trainers in 16 States. New Readers Press, Laubach Literacy's U.S. Publishing Division, works on new math series, book three of the *Laubach Way to English* series and revision of the basic reading series, *New Streamlined English*. Laubach's weekly U.S. newspaper for new readers reached the highest circulation level in the decade—99,600. Efforts are also being made to design evaluation tools for North American Laubach Programmes. Thus, the networks established by the organisation help adults and older youth to acquire the listening, speaking, reading, writing and math skills which they need to solve the problems encountered in daily life and to participate fully in the transformation of their society.

(2) *BOCES (The Board of Cooperative Educational Services)* Adults Continuing Education Division offers more than 40 occupational skill areas designed to assist adults in acquiring specific job skills or in upgrading existing skills. Courses have been designed to assist adults in the following areas : self-improvement, creative use of leisure time, handyman skills and extra-employment opportunities. The following courses have been offered under the general interest category : Home

repairs and maintenance, Psychological testing, Leather craft, Sewing, Tennis, etc.

The Adult Continuing Education Division works closely with senior citizen organizations to provide courses to meet the needs of their members. Another interesting programme they offer is the Adult Basic Education Programme. Students may enter the programme at any time.

Skill Training Employment Programme (STEP) deals with five occupational areas : Health Care, Electromechanical, Food Service, Financial/Clerical, Building Maintenance. It also provides career guidance, academic remedial changes, job placement and personal counselling.

BOCES also provides services to "school districts desiring to meet the special needs of their gifted and talented students." The BOCES Drug Prevention Programme offers counselling services to youths who have home, school, peer or personal problems which might lead to drug and alcohol abuse.

There are other institutions also offering courses for adult education, such as, the Educational Opportunity Centre, the Syracuse Employment and Training Agency, but BOCES has been a more comprehensive adult education institution. Such an institution is the crying need of Indian Society where unemployment is gigantic.

Future belongs to competent people who are able to apply their knowledge under changing conditions and who have the fundamental competence to engage in lifelong self-directed learning. BOCES in many ways helps people acquire their knowledge, skills and understanding on the level of their application and enable them to live productively in a world of accelerating change.

(3) Syracuse Cable Systems offer on television, programmes full of entertainment and information round the clock. They give access to 24-hour U.P.I. news, stock prices, weather reports, financial coverage, consumer information, employment opportunities and local news. Many special programmes can also be seen on Syracuse Cable Systems' community access channel. Facilities are provided through Community Organization for Access to Cable TV(COACT) to produce small informative features to be shown on its channel. The cable system networks have proved how effective a role television could play in adult education. This could be adopted with benefit in India where television could have its impact in spite of the fact that there is a large illiterate population.

The need to learn continuously is common to all mankind, although the ways in which this is met vary from country to country. Since every society develops some habitual response to this

need to learn, it is more than clear that adult education in essence is universal in time and space, although the modus operandi is not uniform.

In developing countries like India, therefore, adult education is taking a different shape depending on what kind of education was available to the people as children. That is why adult literacy programmes are being given much higher priority in most developing countries with a relatively small proportion of school-going children and with a legacy of poor educational facilities, than in countries like U.S.A. which have a wide base of education in early years.

But even in countries like India, literacy programme can only be one of the many starting points towards a life-long self-directed learning. To extend the programme to its potential areas, nations will have to learn much from each other, and U.S.A. has a lot to offer in this direction. □□□

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Adult Education Programme: Justification and Implementation

Brij Kishore

A nation composed of decrepit, superstitious, backward, illiterate and indigent people cannot march in step with the rapidly advancing world. It is an irony and the most agonising one indeed, that India, with so rich a cultural heritage is still far behind the advancing nations of the world. India has suffered enslavement and servitude for a period longer than any other country in the world. Thanks to the valiant efforts of our freedom fighters, we were delivered of the bondage as many as 35 years ago, but we have not yet awakened from the slumber and still continue to live with the ignominy of being called a poor and backward nation. Our leaders who made untold sacrifices for the independence of the motherland are passing out of existence. Does it not fall to our part to accept the challenges of reconstruction and rehabilitation and fight a relentless war against the spectres of illiteracy, backwardness, superstition, poverty, squalor and disease? We are a nation of 680 million people with 680 million brains and as many pairs of hands, and yet we look to others for inspiration, guidance, help and assistance. Our gross national income and per capita income are terribly low in comparison with those of the advanced and less populated countries. Majority of our people live below the poverty line. On the sports front, our achievements are negligible. Israel, a nation of few lakhs, can win more medals at the Olympic than India, a nation of 68 crores. There is an

obvious under-utilization and un-utilization of the potential of millions of our people.

India's crisis is not the crisis of resources; it is a crisis of man and the most potent cause of it is illiteracy, and ignorance and backwardness born of illiteracy and lack of education.

No progress, social, economic, cultural, intellectual or spiritual, is possible without popular education. The Greek philosopher, Plato, accorded top priority to education in his ideal State. The State, he said, is first and foremost an educational institution. "If virtue is knowledge, it can be taught, and the educational system to teach it is the one indispensable part of a good State." Plato believed that with a good system of education almost any improvement is possible; and if education is neglected, it matters little what else the State does. For Aristotle, as for Plato, aside from physical conditions of the good life, the most important force in moulding citizens is a compulsory system of education. Molback, the 18th century French philosopher, laid a good deal of emphasis on education, which, he believed, could "work the miracle of reformation". Among the moderns Mahatma Gandhi spoke eloquently about the need for educating man. A democratic polity is in a greater need of education than any other social or political system principally because in a democracy the Government's policies are by far shaped and determined

by popular will, and if the popular will is defective and does not get suitably formed in the absence of a proper system of education, democracy cannot thrive. That is why Thomas Jefferson, the high priest of democracy and human rights, regarded popular education as the first and foremost condition of success of democracy and democratic progress. Even J.S. Mill, one of the staunchest proponents of democracy, denied democracy to those peoples who have little of education. Mahatma Gandhi said that a man without education is like an animal and if we have sixty five percent people as illiterate and without any education, can we expect them to deliver the goods, to raise the nation to new heights of progress and prosperity ?

Adult Education Programme

The importance of education was realised by our leaders even before Independence. They ascribed the abysmal poverty of the Indian masses, among other things, to widespread illiteracy, and hence in their social programme they accorded a good deal of importance to education. A number of national schools and colleges were opened. Adult education centres were also opened to fight illiteracy. But due to the absence of Governmental support, lack of will on the part of workers and the prevailing political atmosphere, the programme failed. After Independence, appreciable efforts were made to universalise primary education as also to educate adults. But adult education again practically failed, particularly because of the absence of any suitable organisational structure and the lack of proper planning. The last census (1971) showed only 29.45% of our people as literate. In view of the urgently felt need of popular education for the success of democracy and for any viable thrust towards economic and social progress,

the Government of India launched National Adult Education Programme on October 2, 1978. The world leaders, too, realised that the basic cause of the backwardness of the developing, under-developed and undeveloped countries was lack of education. Hence, we also received generous help from the world body to execute our programme. In order to ensure the success of the programme a well conceived organisational structure was also raised, with sizable funds being made available to the States to implement the programme.

Detractors' Views

The programme has had detractors right from the start. They argue that if primary education is made compulsory, the entire population will naturally become literate in about 30 or 40 years. Hence the valuable funds spent on adult education can be better utilized for giving an impetus to the programme of universal primary education. They also plead that adult people are not prone to learn, nor do they have time to learn, as men are occupied in earning livelihood for their family, and women are generally busy in domestic chores and in helping their menfolk in spare time. Since by working day and night they hardly make a square meal a day, it will be difficult for them to spare any time for reading or writing. The detractors tend to support their stand further by the argument that the programme is not making any tangible headway, nor will it make any, thanks to the reluctance on the part of the adults to learn.

Counter Argument

There can be nothing more unsound and preposterous than the arguments put forward by the detractors of the programme. In the first place, compulsory primary education is no substitute for adult education. They are two different

concepts. Education is a life-long process and it should not stop with a boy or a girl attaining some certificate or degree from a school or college. Education continues till death. But since education to be meaningful requires the ability to read and write, adult literacy is but a part of the adult education programme. To the argument that once primary education is made compulsory, within 30 or 40 years the entire population will become literate and educated, a pertinent question may be raised : can we wait for 30 or 40 years ? In such a long time the world would have moved much ahead of us and we would still be occupying one of the lowest positions in the comity of nations. We have already waited for centuries, further waiting will be disastrous for our polity and freedom.

Secondly, the argument that adults are not prone to learn is not very convincing. For, man is never too old to learn, learning is a permanent process. Man is a rational animal, he wants to know himself, he wants to evolve and express himself. The forced bondage of illiteracy keeps his powers suppressed and dormant. Once this bondage is broken his intensity of desire to know more and more will be heightened.

Thirdly, adults need education as much as children need it. The children receive impressions from their parents, and other elders. What type of citizens they will grow up to be will be determined by their environment. If the environment is composed of illiterate, uneducated, uncivilized people, it is futile to expect them to grow up to be good citizens. By educating adults we have to help create a good environment for children, thus, indirectly helping them in the educative process. It follows from the above that education of adults is indispensable, and there cannot be a greater or

better utilization of resources than for adult education.

Fourthly, if we want to bring about attitudinal changes in society, to create a more civic and social sense among our people and impart to their social behaviour a new cultural orientation, adult education must indispensably go hand in hand with child education. It is indeed shocking to find the young and adult of our country lacking in good manners, a sense of cleanliness, courteous behaviour, grace and a sense of beauty. These indeed should be inculcated through adult education.

Fifthly, by educating the entire population we would be liberating stupendous energy so far lying dormant in the form of uneducated masses, hence, quickening the pace of national development and progress. It is our considered belief that the maximum possible utilization of the national capacity brought about through adult education, combined with the optimum utilisation of physical resources will raise the country to new heights of glory and greatness.

Finally, to the argument that the adult education programme is not making any headway, the successes achieved in the first two years of its implementation are a natural answer. The achievements attained during so short a period augur well for the future. We cannot deny the failures, but these are steadily being converted into stepping stones to success. Let the whole national mind be pressed into thinking how we can best realize the objectives set before us. There is only one short cut to universal literacy and that is through making adult education programme a success. If the programme has been a success in other countries, why not in ours ? There is indeed a need for strong will and determination on the part of planners, administrators and workers.

Objectives

The adult education programme has set out broadly three objectives : (a) literacy (b) professional advancement, and (c) general enlightenment. Literacy is the medium through which other objectives are to be realized. Having become literate a person can see and perceive what goes on all around him and can partake of the developmental spirit. In order to raise him economically, literacy has been linked with his profession or job, or any other work that may add to his income. Thus, through adult education programme he will be given information about the latest techniques which he can make use of for his professional advancement ; he will be told of the Government's latest schemes under which he can be benefited.

General enlightenment or general awakening is a natural corollary to the first two objectives. As a matter of fact this aspect of the programme aims at making people conscious citizens of a conscious nation, and imparting to them a broad national perspective. This goal will have to be realized in two stages. In the first stage, people will have to be freed of the unhealthy customs, traditions and superstitions. Then, their mental horizon will have to be widened to enable them to shake off mental lethargy and think in broad terms of the society and the nation. Our people need a broad national outlook which can be inculcated only through adult education programme.

Problems

The first problem that is being experienced is that adult illiterates do not come to the centres. They are not in a position to spare time for reading and writing at centres mainly because of the economic pressures. They are not yet convinced that literacy will bring them closer to a better life. Their fatalistic attitude which

in fact has been bred and nurtured by centuries of enslavement, and exploitation is a formidable hurdle in the way of the adult educator. Secondly, there is a lack of missionary zeal among the workers entrusted with the implementation of the programme. Given the faith, will and commitment, there is no reason why they should not succeed. Thirdly, the programme has not yet received adequate social support because of the threat it poses to some vested interests. With education there will be a dawn of consciousness of rights among the poor and the indigent who constitute the bulk of the cheap labour force available in the country. Hence, those who have been exploiting them to line up their coffers will obviously not welcome universal literacy. Besides, even those who wish well and theoretically support the programme suffer from a certain measure of scepticism—will it ever be possible to make the vast population of illiterates literate? Veiled resistance and implicit indifference to the programme from a sizable section of the community are a stumbling block in the way of popularization of the programme.

The above difficulties are undoubtedly formidable but not insurmountable. Faith in the programme will have to be inculcated in the minds of the workers through a well-conceived and intelligently designed programme of training. The inertia of the people and their implicit indifference will have to be removed through effective publicity through various effective mass media. A scheme of incentives and disincentives will also have to be designed for the motivation of the learners.

Motivational Strategy

A series of measures for motivating adults is being suggested. The author himself has experimented with some of

the measures listed below and has found them almost unfailingly effective and is convinced, on the basis of some experience gained in the field, of the motivational potential of others.

Make Adults Sign to Mark Attendance

The first method is to formulate the syllabus for adults in such a way that it in itself becomes a motivating factor. The first thing to be aimed at, in the syllabus is to teach the learners to put their signature. The initial period of one month should be devoted to the teaching of putting signatures. When the learners have learnt to sign their names, they should be asked to sign the attendance register alongwith the date to mark their attendance themselves instead of being marked 'present' or 'absent' ('p' or 'a') by the instructor. This practice will continue till the end of the session. Experience in the field has shown that not a single learner is averse to learning to put his signature. For, there is no sound sweeter than the sound of one's own name. The joy of the learner knows no bounds when he sees the picture of his own name in the form of signature put by himself. Let this intensity of desire to learn to put one's signature be exploited to the best advantage.

The tremendous motivation force inherent in this method can be substantiated further by the following psychological truths. First, it is a natural desire in every human being to express himself. Thus, even illiterate people express themselves in several ways—crude painting, folk art, folk songs, folk tales, etc. Expression through writing is also one of the effective methods, which is not available to the illiterates. Given the opportunity they will welcome it. Through his signature a learner enables himself to express himself and this gives him indescribable satisfaction which will

provide further incentive to him to extend the field for expression. Second, it is psychologically true that the fulfilment of one desire leads to another desire.

Let the learning of putting the signature act as a spark to accentuate the desire for learning more and more. To the question as to why he has not been able to realize his desire so far, the answer is that his desire for expression has atrophied and blunted for want of opportunity; once this opportunity is given and proper environment is created, he will fulfil himself through expression which comes to him through literacy. The adult educator only has to break the cell of the learner's indifference and reluctance generated by centuries of exploitation and want of opportunities. It has been an exhilarating experience for the writer of this article to witness the learners taking keen interest and evincing inexplicable sense of satisfaction in putting their signature alongwith dates on the attendance sheets specially got prepared by the author for the sake of his experiment.

In order to sustain the interest of the adult learner in the process of learning, it is also recommended that whatever basic *Pathan Paathan* and *Shikshan* material is issued at the centre, should be received by the learner with his signature, however crude it may be. It will also check the malpractice on the part of certain instructors of putting this material to wrong use. Another advantage of this method is that the problem of fake attendance will be solved. Also, the instructor will have to work with a greater sense of responsibility. However, with the introduction of this scheme, malpractices cannot be completely ruled out, but they will certainly be minimized. Besides, the scheme is advantageous to sincere instructors in so far as they

will be able to furnish a solid proof of the work they are doing at their centres. The method recommended will ensure constant practice of literacy training, for, the learner will be required to write his name hundreds of times throughout the session. Even if he does not stay for the full period of two hours at the centre owing to his personal difficulties, the very fact that he comes to the centre for a while and after marking his attendance by signing his name goes away, will involve the use of literacy. Such constant use will preclude any chances of the learner relapsing into illiteracy even if the follow-up programme takes time to get started, though, of course, that will be very necessary to boost the success of the N.A.E.P.

Idea of Basic Education

The planners of the adult education programme deserve kudos for their efforts to integrate literacy programme with the need to increase the professional skill of the adult learners. Certainly, Mahatma Gandhi's idea of basic education—earning while learning—must have been at the back of their minds while preparing the scheme of adult education. This scheme needs to be given a meaningful content by making it broad-based and by ensuring its continuity.

The Follow-up Programme

The main programme will have to be linked with the follow-up programme. An imaginative and well-conceived approach may not only make the programme a success but may also help in making adult education *self productive*. The follow-up programme should be essentially a literacy-oriented programme, but in order to ensure its success it will have to be linked with the economic upliftment programme. Adult education should not end with the completion of ten months, it should continue till the illiterate, backward, superstitious and

poor adult population comes to the minimum level of good life.

Adult Education Co-operative Cottage Industries Centres

The linking up of the 10 months' adult education programme with the follow-up programme, can be done according to the local conditions. For example, where more than one centres are running they may be put under the charge of one man instead of different instructors. The professional skill work started at the centres in the main programme will have to be continued with greater vigour. The follow-up programme will now acquire a *commercial* character. In fact, they will become *adult education co-operative cottage industries centres*. It is presumed that during the ten months of training, the commercial element has been introduced to sustain the interest of the learners by way of a return for the articles produced there; sufficient vocational skill has been imparted to the learners with the help of technical experts and professional guides. In the follow-up programmes, this training will have to be made more broad-based so that adults acquire sufficient technical proficiency and the goods they manufacture can compete well in quality with the similar type of goods manufactured elsewhere. To tackle the problem of acquiring raw material and arranging funds for them, financial institutions will have to come forward. More and more rural banks, to provide finances to these mini-cooperative cottage industries centres and to ensure the procurement of raw material will have to be established.

A pertinent question here is that of marketing the goods manufactured at the centres. It is assumed that the demand for things already exists, only the goods have to be taken to the customers. To impart a smooth character to the task of manu-

facture and sales, a marketing organisation, simple in character can be created. Three alternatives have been suggested. Any one or all of these may be taken up. First, the rural banks which provide finances for raw material to the centres can arrange for the sale of the goods manufactured. They can have a marketing section whose duty it will be to explore the market, take note of the demand, and supply the goods. Second, some shops at different places, particularly at local, the block, tehsil and district headquarters may be approved, and entrusted with the work of sale of goods. The men in charge of the centres will assume the role of managers who will discharge this duty with the help of the sales committees formed from amongst adult learners themselves. Third, a central organisation on the lines of sales emporia working elsewhere may be created for organising the sale of items manufactured at the centres. Since different centres or different groups of centres will produce different types of goods, these emporia will have a wide variety of goods to sell. It may also be said in passing that all accounts of things produced will be kept by the learners themselves. Individual learner will keep an account of his own earnings. The manager or instructor will assist him in doing so. In that way constant use of literacy will be ensured along with something tangible to raise the income of the learners. All the principles of cooperative endeavour will come into full play, thereby ensuring imparting of meaningful social education which indeed is the need of the hour.

The scheme outlined above will certainly act as a great motivating factor for the adult learners to come to the centres and will also raise their standard of living. These centres will acquire the character of small and mini industries of Japan and would prove to be very effective

in the eradication of poverty.

Mobilization of Social Resources

The adult education programme which in fact becomes an essential part of the development programme can be a momentum by mobilizing the resources of the society. Apart from the adult education department and the best efforts of the officers and workers, the cooperation of other departments and voluntary social organisations and of the public at large is needed to make the programme a success. The development departments can inform learners about different schemes of the Government for their profit and also make their benefits available to them through adult education department. They can also provide technical training and professional guidance to the learners. Voluntary social organisations can take on the responsibilities of the centres by adopting them.

It is indeed sad that we have lost much time and in a bid to secure physical development have neglected the development of man. Let that imbalance be corrected now. As a study conducted by the Birla Institute of Scientific Research says: a mere rise in the Gross National Product (G.N.P.) does not necessarily mean greater development. The parameters of real development include besides G.N.P. and per capita product, life expectancy at birth, birth rate per thousand, literacy rate and such other things. No nation, can hope to attain a major breakthrough in development unaccompanied by a sustained improvement in the infrastructures of health and education. It was "the building up of human capital" which made a larger contribution to economic development in the developed countries than did physical capital historically. "The attainment of universal literacy was but the preliminary step in that direction." □□□

National Demonstration Scheme in Chittoor District : An Appraisal

R. Venkatappa and M. M. Reddy

THE National Demonstrations Programme is one of the important instruments of new strategy of agriculture envisaged in the Fifth Five Year Plan for the dissemination of knowledge of high yielding varieties and multiple cropping programmes. An evaluation of the programme was taken up in Chittoor district with the following objectives.

Objectives

1. To study the impact of National Demonstrations on the knowledge level of participant and non-participant farmers.

2. To study the impact of National Demonstrations on the adoption level of participant and non-participant farmers.

3. To investigate the correlation between knowledge level and adoption level of participant and non-participant farmers.

Methodology

50 participant farmers and 50 non-participant farmers from Chandragiri and Puttur taluks of Chittoor district were interviewed with a structured schedule prepared on the basis of the above objectives. The data was processed and analysed by using 't' test.

The null hypothesis corresponding to the first objective was:

There will be no impact of National Demonstration on the knowledge level of respondents regarding recommended practices of irrigated rice cultivation.

TABLE 1

Knowledge of Participants and Non-participants

Respondents	Number	Mean knowledge score	Standard deviation	't' value
Participants	50	69.99	12.47	1.82
Non-participants	50	65.32	13.16	

Non-significant at 0.05% level probability

It is evident from the above table that the value of 't' (1.82) was not significant at 0.05 level. Hence we fail to reject the null-hypothesis.

The null-hypothesis corresponding to the second objective was :

There will be no impact of National Demonstration on the adoption level of respondents regarding the recommended practices of irrigated rice cultivation.

TABLE 2

Adoption Level of Participants and Non-participants

Respondents	Number	Mean adoption score	Standard deviation	't' value
Participants	50	75.17	11.936	3.22
Non-participants	50	67.34	12.34	

Significant at 0.01 level of probability.

It is evident from the above table that the value of 't' was significant at 0.01 level. Hence we reject the null-hypothesis.

The null-hypothesis corresponding to the third objective was :

There will be no positive correlation between knowledge level and adoption level of respondents regarding the recommended practices of irrigated rice cultivation.

TABLE 3

Correlation between Knowledge Level and Adoption Level of Participant Farmers

Knowledge category	Respondents Number	Mean knowledge score	Mean adoption score	'r' value
Overall	50	69.99	75.17	0.83
High	28	77.89	81.6	0.61
Low	22	57.07	66.98	0.89

Significant at 0.01 level

TABLE 4

Correlation between Knowledge Level and Adoption Level of Non-participant Farmers

Knowledge category	Respondents Number	Mean knowledge score	Mean adoption score	'r' value
Overall	50	65.32	67.34	0.75
High	24	76.06	75.75	0.95
Low	26	55.41	58.81	0.64

Significant at 0.01 level

Tables 3 and 4 show that 'r' values are significant at 0.01 level which reveals that there is positive correlation between knowledge level and adoption level of participants as well as non-participants of National Demonstrations regarding recommended practices of irrigated rice cultivation.

Conclusions

There was no impact of National Demonstrations on the knowledge level of participants and non-participants.

Participant farmers of National Demonstrations were higher adopters than non-participants.

The knowledge level and adoption level were significantly correlated among the participants as well as non-participants.

Recommendations

As there was no significant difference between knowledge levels of participants and non-participants the subject matter specialists of National Demonstration Scheme should plan and carry out the educational programme for boosting up the knowledge level of participant farmers.

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NATIONAL SEMINAR ON ADULT EDUCATION AND NATIONAL INTEGRATION

IAEA, in collaboration with the Karnataka State Adult Education Council, Mysore, organised a three-day National Seminar on 'Adult Education and National Integration' from February 22 to 24, 1982 at the Administrative Training Institute, Mysore.

The Seminar was inaugurated by Shri G.B. Shankar Rao, Education Minister, Government of Karnataka. The President of IAEA, Shri V.S. Mathur presided.

Shri Rao in his address said that though political freedom had brought about considerable changes in our country, emotional integration was yet to be achieved. In order to achieve that he said the illiterate adults had to be made literate. National consciousness which was helpful in solving many burning social and national problems, was to be injected into the innocent minds, he said. Adult Education should enable the masses to solve the regional imbalance, economic disparities and social inequalities. It should create a feeling of oneness among the people of the country, overriding all differences of caste, creed, religion and culture and have respect for views, beliefs and ways of life of others. Promotion of National Integration should also be an inseparable part of all adult education programmes; it should be education in the sense of a continuing force of knowledge to enable the illiterate adults to keep pace with the changing world.

Shri Mathur in his presidential address emphasised the urgent need to have conceptual clarity of the subject

matter in question and said that sincere efforts should be made in working out certain remedial measures through the process of adult education to bring about the needed awareness so that the oneness among the countrymen could be achieved.

The three-day deliberations of the Seminar were spread over four plenary sessions, besides the inaugural session and the valedictory session. More than a day was devoted to group discussions.

The delegates were divided into three groups. Group I, chaired by Prof. Rohidekar and Dr. D.P. Pattanayak as its Rapporteur discussed 'Concept and Dimensions'. Group II chaired by Dr. S. P. Sinha and Shri B. B. Mohanty as its Rapporteur, discussed 'Causes and Consequences', and Group III, chaired by Barrister M.G. Mane and Shri K. L. Zakir as its Rapporteur, discussed 'Programme and Remedial Measures'.

The valedictory address was delivered by the veteran adult educator, Shri N. Bhadraiah, a former president of the Karnataka State Adult Education Council and a former Unesco Expert in Adult Education. In his address, Shri Bhadraiah said that it was rather distressing that the number of illiterates was increasing year after year and not much was being done to remove this blot from the Indian society. He said that the Association and its institutional members should dedicate themselves to the implementation of the new 20-point programme of the Prime Minister.

Thirty-five delegates from Andhra Pradesh, Bihar, Chandigarh, Delhi, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, Uttar Pradesh and West Bengal attended the Seminar.

In the Declaration of the Seminar it was stressed that "national integration

is ineluctable pre-requisite for the effective functioning of our democracy and for the realisation and consummation of the ideals, objectives and goals set before us by the father of the nation, Mahatma Gandhi, and the maker of modern India, Jawaharlal Nehru."

Among the recommendations made were :

Adult Education has to take into account the education of the masses and also of the elite classes, design and develop specific behaviour patterns and feasible and practicable programmes ; public opinion should be mobilised through adult education programmes and legal and administrative measures have to be taken which would help in removing the feeling of insecurity among different sections of the people ; special

training for character building and to inculcate a sense of discipline among the youth, should be designed and adult education programmes can be used for this purpose ; a cell should be formed on a national level to organise research on problems of National Integration and to facilitate monitoring and feedback on adult education programmes for National Integration ; importance should be given to youth camps and leadership courses on a national level to build up a popular movement which could bring about change in the present value system, cultural norms and citizenship development ; efforts should be made to motivate the intellectual and academic groups to align themselves with this popular movement. The Indian Adult Education Association should take initiative in this direction.

ROBY KIDD IS NO MORE

Dr. James Robbins Kidd, the distinguished adult educator died suddenly in Toronto, Canada on March 21, 1982.

Dr. Kidd was the Director of the India-Canada Project of Continuing Education of Rajasthan University, Jaipur in 1965-66.

The Indian Adult Education Association has published two of his books *The implications of Continuous Learning* and *Education for Perspective*. The Association has also brought out a Hindi edition of his famous book *How Adults Learn*.

The Association organised a condolence meeting at its office in New Delhi on March 26, 1982 and passed the following resolution :

"The meeting of the members of the Indian Adult Education places on record its deep sense of sorrow on the sad and untimely demise of Dr. Roby Kidd, Hony. Treasurer, International Council for Adult Education, on March 21, 1982 in Toronto.

In his passing away, the International Adult Education movement has lost a creative thinker, a brilliant scholar and practical leader.

The Association deeply mourns this loss and conveys its heart felt sympathies to the bereaved family."

Organisations like universities, colleges, panchayats and voluntary organisations — Mahila Mandals, Youth Clubs, etc., should be given a positive role in the implementation of national integration and training of youths at the grass-roots level. The communication media should be encouraged to collaborate with these organisations; and special books on the theme of National Integration be prepared to develop the component of national integration in the training of the adult educators at the grass-roots level and the supervisory staff at the projects, district levels, in the shape of guide books.

Material Production for Population Education Related Adult Education Project

The residual work of development of materials for the Ajmer Centre of an experimental Population Education related Adult Education Project was continued in a Writers' Workshop held from March 15-17, 1982 at State Resource Centre, Rajasthan, Jaipur.

Shri Ramesh Thanvi, Director, State Resource Centre, guided the writers in the preparation of suitable materials.

A team of about 15 writers worked for three days and finalized manuscripts for their try-out in the field area (Ajmer). The materials developed included slogans (promotional); a primer and supplementary reading in the form of stories/ anecdotes.

Shri S. P. Chawla, Project Coordinator at IAEA also collaborated in the development of these materials.

REPORTS FROM SRCs

ORISSA

Role of Adult Education in Creating Consciousness for Science and Technology

A national-level Seminar on 'The Role of Adult Education in Creating Consciousness for Science and Techno-

logy' and in popularising them was held under the auspices of State Resource Centre, Utkal Navjeevan Mandal, during March 15 and 17 1982.

The Seminar had 23 delegates representing SRCs, Voluntary Agencies, Cultural Foundations, Research Institutions, Ministry of Education and Culture from Kerala, Tamil Nadu, Karnataka, Maharashtra, Orissa, Gujarat, West Bengal, Delhi and Uttar Pradesh.

It was inaugurated by Prof. Hari-prasad of the Satyanada Foundation, Calcutta and Dr. K. Madhavan Kutty of the KANFED, Kerala, presided over the inaugural function.

Twelve papers were presented and discussed at the Seminar. Another highlight of the Seminar was the formation of a 10-member sub-committee for formulating the conclusions and recommendations of the Seminar, which were adopted in the last plenary session.

Dr. Malcolm S. Adiseshiah, M. P., (former Deputy Director-General of UNESCO) and Chairman, Madras Institute of Development Studies, delivered the valedictory address on March 17. Shri Manmohan Choudhury, Chairman, Consortium of Voluntary Agencies, Orissa, presided over the valedictory function. In his valedictory address Dr. Adiseshiah said that science and technology should be meant for the development of the people, especially the rural and urban poor of India. According to him, science should not be confined to the privileged elites and should reach the villages.

Population Education Related Adult Education Project

The SRC in collaboration with IAEA has started an experimental Population Education Related Adult Education Project with the financial assistance of the Family

Planning Foundation, New Delhi with a view to carrying to the people the message of population dynamics, health education, nutrition and allied topics through adult education. Nine population education organisers, led by a coordinator, are working for the project under the technical guidance of the SRC Director and his professional colleagues.

A 10-day orientation course in Population Education for the nine population education organisers of this project, was organised during February 10 to 19, with the objective of making the participants aware of the magnitude and problem of illiteracy and population growth in India and making them appreciate the new dimensions of adult education having linkage with population education. Resource Persons were drawn from the SRC and the government developmental agencies. The training programme was directed by the Director SRC and his staff. Shri S. P. Chawla, Coordinator of the Project at IAEA participated in this programme and visited some of the villages of the project area.

Teaching/Learning Materials

The SRC has published the report of the third state-level Seminar on 'Management of Adult Education Projects' entitled *Proudh Shiksha Project Parichalana*.

It has also published the second edition of the book *Pruthvi Kshane Kshanake Ana* by Shri B. B. Mohanty which won a prize in the competition of literature for neo-literates in 1962.

The SRC continued to publish monthly bulletin *Halchal* and the wall Newspaper the *Tundabaida* for the neo-literates. The publication of the monthly *The Chetna* was also continued.

Workshop for Production of Post-literacy Material in Bombay

The Bombay City Social Education Committee (BCSEC) organised a work-

shop for preparing follow-up books in Bombay from January 18 to 22, 1982. It was inaugurated by Barrister M.G. Mane, President, BCSEC. He said that workshops for preparing post-literacy material were very helpful because they enable to share experiences of experts working in the field of adult education and other social activities.

Shri G. K. Gaokar, Member, Bombay City Social Education Committee, was the Chairman of the Workshop.

42 lessons were produced at the workshop. Besides the officers of the Bombay Committee, 11 experts including adult educators, social workers and writers participated in the Workshop.

Polyvalent Courses for Workers in Bombay

The Shramik Vidaypeeth/Bombay City Social Education Committee will be shortly introducing the following new courses :

Tyre Tube Repairs, Soldering—Brazing—Reveting, Masonry, Armature Winding, Photoframe Making Story Writing and Clay Modelling, Stove Repairs, Motor Winding, Fitters, Plumbers, Tailoring Refrigeration and Air Conditioning, Scooter Repairs, Maintenance of Domestic Appliances, Gardening, T. V. Maintenance, Small Scale Industries, Artificial Jewellery, Commercial Screen Printging, etc.

ADULT EDUCATION PROGRAMMES OF INDIAN UNIVERSITIES

Sardar Patel University

The Sardar Patel University, Vallabh Vidyanagar (Gujarat) and its affiliated colleges completed the second year of Adult Education Programme in 1980-81. During the second year the University and its affiliated colleges set up 60 Adult Education Centres out of which 30 were set up by the University and 30 each by the B.J. Venijya Mahavidyalaya, Anand Arts College and N.S. Arts College.

The programme covered 30 villages of Anand, Petlad, Borsad, Nadiad and Vadodara Talukas. Out of 1917 adults who took part in it, 786 could be made literate.

The following programmes were organised :

1. Literacy and Numeracy, Reading and Writing
2. Training for cottage industry
3. Job-oriented training
4. Knitting
5. Guidance on cleanliness, family planning and health
6. Entertainment Programmes : Bhajans, Garba, Films and Plays
7. Every centre celebrated Republic Day, Independence day and Flag-hoisting ceremony
8. 30 students and N.S.S. in-charge professors took part in a training programme—puppetry workshop—held for the instructors of Adult Education Centres
9. 'World Literacy Day' was celebrated. Various competitions and programmes like Drama, Patriotic Songs, Rangoli and Clean house competitions were arranged at Adult Education Centres run by the University.
10. Hindi film "*Anapadh*" was shown at 10 centres in August
11. 'Samaj Shikshan Day' was celebrated on 1st December 1980. Some 23 instructors of Adult Education Centres have begun work as 'Honorary Community Health Worker' since October.

University of Burdwan

The University of Burdwan has launched adult education programme in close collaboration and coordination with the development departments of the State Government, the State Resource Centre, the voluntary agencies

and the Zonal Office of the NSS. 16 Colleges of the University are participating in this programme.

Some of the colleges have produced their own learning materials. The teachers of different faculties are giving their voluntary service for the promotion and implementation of adult education programmes.

Madurai Kamraj University

The Department of Adult Education and Extension Service of Madurai Kamraj University organised a one-day Seminar on 'Women's Education and their Social Uplift' on March 30, 1982 at the University City Complex. The Vice-Chancellor, Dr V. Manickam inaugurated the seminar.

In his inaugural address, the Vice-Chancellor appealed to the programme functionaries of colleges and the other agencies implementing Adult Education programme to give priority to women in enrolment, admission, appointment, etc., as without their participation in adequate measure in the process of development, the process of social change and economic development would remain a distant reality. Dr. (Mrs) J. Kothai Pillai, Professor of Education in her keynote address, stressed that it was the responsibility of the educators to ensure that the political, economic and social rights of women were translated into realities. She added that it was high time that women's energy was harnessed to enrich the community at large.

The Seminar was divided into four groups for discussion on the 'Women's Role and Status', 'Education of Adult Women', 'Organisations and Programmes for Women Welfare' and 'Nutrition, Health and Family-life Education'. Some 20 experts presented papers on the above topics.

Prof. D. Kamalakannan, Regional Director of Collegiate Education presided over the valedictory session. Shri Kumari Anandan delivered the valedictory address. He said that education alone could liberate the people from the shackles of poverty and superstitions and that they be motivated to claim their rightful place in the society and to enable them play a better role in the society. He wanted the adult educators to ensure that the supersititious beliefs are analysed, and researched and proper explanation for such beliefs is given to adults.

Earlier, Thiru R Rengasamy, Co-ordinator (NAEP), welcomed the participants. Thiru S. Raju, Project Officer, proposed the vote of thanks.

The participants, among others, included Programme Officers of Colleges, representatives from various development departments of the Central and State Governments, voluntary organisations, educationists, social service organisations and prominent public figures.

National Seminar on Research in Adult Education

A National Seminar on 'Research in Adult Education' was convened by IAEA in collaboration with the Department of Non-formal Adult and Continuing Education, Osmania University, Hyderabad and Friedrich Ebert Stiftung, Bonn (West Germany), in Hyderabad during February 28 and March 3, 1982 to discuss the following :

- (a) Profiles of target groups in terms of their source, status and need ;
- (b) Training methodologies ;
- (c) Motivation and mobilisation of techniques in adult education ;
- (d) Linkage and participation with development agencies ;
- (e) Evaluation of unique cases.

48 delegates representing Universities, Colleges, SRCs, University Grants Commission, Research Institutions, Voluntary organisations and State Governments participated in the seminar.

Shri V. S. Mathur, President, IAEA presided over the opening session. He said research in adult education should not merely be an academic exercise and be perceived as a tool for transformation.

Earlier, Dr. V. Eswara Reddy, Director of the Seminar, welcomed the participants. Dr. (Smt) Asha Dixit, Jt. Secretary, IAEA, proposed a vote of thanks.

Twenty One papers were presented at the Seminar. A 10-member Committee was formed in the last plenary session for finalising the report of the seminar and follow-up.

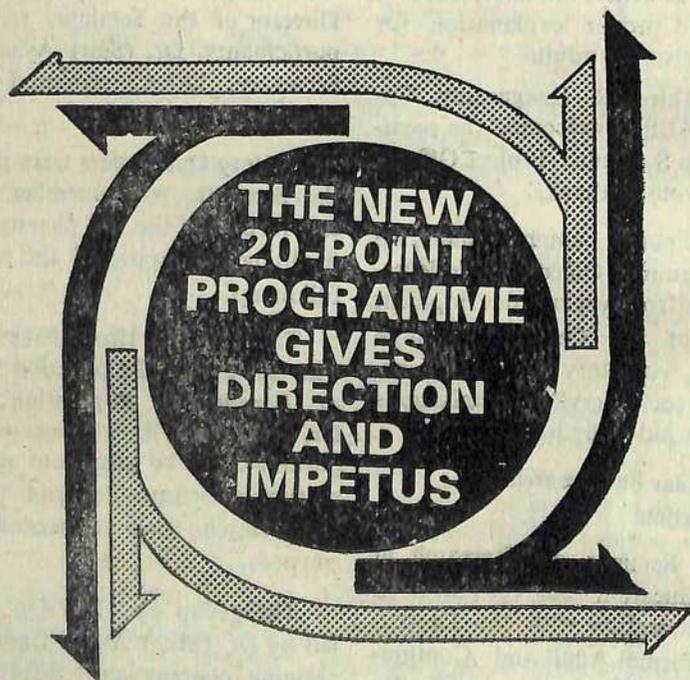
There were two group discussions. The group on 'Preparation of Profiles of Beneficiary Population' led by Dr. B. R. Patil, worked out different parameters to be taken into account while preparing such profiles and the amount of research support needed for that purpose.

The group on 'Training', which was led by Dr. (Miss) Anita Dighe felt that training content and methodology required for field functionaries and researchers would have to be appropriately defined to enable them to carry out this function effectively. The traditional methodologies should be replaced by participatory strategies. There should be enough flexibility in training programme, the group felt.

Results of 23rd Prize Competition for Literature for Neo-literates

The Directorate of Adult Education, Ministry of Education and Culture, Government of India have selected 65

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manuscripts in Indian languages for award under the 23rd National Prize Competition of Literature for Neo-literates. These manuscripts include 40 on General Education and 25 on Family Welfare.

Out of 65 books selected, 21 are in Hindi, three in Assamese, five in Bengali, four in Gujarati, three in Kannada, six in Marathi, three each in Malayalam, Oriya and Punjabi, two in Sindhi, five in Tamil, three in Telugu and four in Urdu.

The Directorate will purchase 1500 copies of each prize winning manuscript when printed for distribution in rural libraries, adult education, community and family welfare centres.

Workshop on Preparation of Development Oriented Material

The Directorate of Adult Education in collaboration with the Adult Education and Extension Programme Unit of the Banaras Hindu University organised a Workshop on 'Preparation of Development Oriented Materials' at Varanasi from September 14 to 23, 1981. The objective included preparation of proto-type material relating to development activities with particular reference to the needs of neo-literates and the new reading public; simplification of some of the available material, such as, schemes and programmes published by the various developmental agencies with a view to helping neo-literates; and to evolve broad guidelines for the preparation of such material.

Programme for Adult Learners by Hyderabad Doordarshan

The Doordarshan Kendra, Hyderabad, has been telecasting Adult Educat-

NEW IAEA DIRECTOR TAKES OVER

Professor S. R. Mohsini has taken over as Director of the Indian Adult Education Association with effect from April 1, 1982.

Earlier, Prof. Mohsini was Dean of Social Sciences, Jamia Millia Islamia, New Delhi.

ion Programmes since January 1979. This programme for rural adults covers literacy, numeracy, awareness and vocational skills.

Most of the programmes during the first year were for motivating adult learners. Later, they telecast literacy and numeracy programmes based on materials produced by the experts in the field. They have also started programmes based on 'Janavachakan', the set of teaching-learning materials for adult learners prepared by the State Government.

Special weekly programmes of 15-20 minutes duration are telecast in collaboration with the local Shramik Vidyapeeths for the adult industrial workers.

New Courses at Madras Varsity

The University of Madras has decided to start several inter-disciplinary courses from next year, such as, M. A. in Tamil Literature and Culture, Tamil (Special), Continuing Education, Work Education, M. Sc. in Applied Sciences, Environmental Toxicology, Post-graduate diploma in Non-formal Education, Population Education and Education Technology.

Certificate and Diploma courses include Linguistics, Comparative Literature and Tamil Folklore, Japanese Language, Literature and Social Sciences, and a short-term part time course in Polymer Science,

I.A.E.A. BOOKS IN ENGLISH

	Rs. Ps.	U.S. \$
1. History of Adult Education in India during the British Period—Sohan Singh	3.50	1.75
2. New Trends in Adult Education in India—Dr. S.C. Dutta	2.00	1.00
3. Social Education and Democratic Decentralisation	5.00	1.50
4. Social Education and the Youth	2.50	1.00
5. Adult Education and Economic Development	2.50	1.00
6. Adult Education for Parliamentary Democracy	5.00	1.75
7. Adult Education and National Integration	3.50	1.25
8. Adult Education in the Seventies	5.00	1.75
9. Social Education in a Changing Society—S.R. Ranganathan, etc.	1.25	0.60
10. Education for Perspective—J.R. Kidd	24.00	6.00
11. Community Organisation in Adult Education	1.00	0.50
12. Workers' Education	2.50	1.00
13. Organisation and Administration of Social Education	1.50	0.75
14. Community Organisation in Social Education	2.00	1.00
15. Schools and Adult Education	2.00	1.00
16. Training of Adult Educators—Ed. Dr. S.C. Dutta	5.00	1.00
17. Seminar Technique—S.R. Ranganathan	1.00	0.50
18. Manual for Adult Literacy Teachers—N.R. Gupta	10.00	2.75
19. Adult Education in South Asia—Dr. S.C. Dutta	1.00	0.50
20. Community Centres	2.50	1.00
21. Recreational and Cultural Activities in Social Education	3.50	1.25
22. Libraries in Social Education	3.50	1.25
23. Social Education in Urban Areas	1.50	0.75
24. Adult Education for Women	6.00	2.00
25. Development Work among Rural Women—A Guide Book—Krishna Bai Nimbkar	1.25	0.60
26. Social Education in Delhi—Dr. S.C. Dutta & Helen Kempfer	6.00	2.50
27. Trade Unions and Workers' Education	1.00	0.50
28. Workers' Education Abroad	2.00	1.00

(Continued)

	Rs.	Ps.	US. \$
29. Adult and Community Education—An Indian Experiment— S.R. Mohsini	10.00		4.00
30. Life-Long Learning for Survival	3.50		1.50
31. The Implications of Continuous Learning— J.R. Kidd	2.50		1.00
32. Life-Long Integrated Education	4.00		1.50
33. Liquidation of Illiteracy	2.00		1.00
34. Literature for Nec-literates	3.50		1.75
35. A Literacy Journey— C. Bonanni	8.00		3.00
36. Farmers' Training and Functional Literacy— edited by Anil Bordia etc.	15.00		5.00
37. Adult Education for Rural Poor	8.00		2.50
38. Non-formal Education for School Dropouts and Youth	5.00		1.50
39. Non-formal Education	5.00		1.50
40. Adult Education and National Development	5.00		1.50
41. Preparation of Problem Oriented Learning Material	10.00		3.00
42. Curriculum Construction for Non-formal Education of Women	3.00		1.00
43. Curriculum Construction for Non-formal Education of Youth	4.00		1.00
44. Education Component in Agricultural Extension Service	3.00		1.00
45. Curriculum Construction for Non-formal Education	5.00		1.00
46. Translating Concepts into Methods and Programmes	3.00		1.00
47. Training of Adult Educators and Literacy Workers	4.00		1.50
48. Linking Literacy with Development—edited by S.C. Bhatia and N.R. Gupta	8.00		3.00
49. Towards a Dynamic Adult Education Programme	5.00		2.00
50. Adult Education Development and the NAEP	5.00		2.00
51. New Trends in Adult Education for Women	6.00		2.00
52. Handbook for Adult Education Instructors	4.00		2.00
53. Adult Education in India—edited by Anil Bordia etc.	50.00		10.00
54. Role of Adult Education in Promoting and Effective Functioning of Rural Institutions & Organisations	5.00		2.00
55. Education for Human Needs—C. Bonanni	15.00		5.00

Orders may be sent to

INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Marg, New Delhi-110002

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 several 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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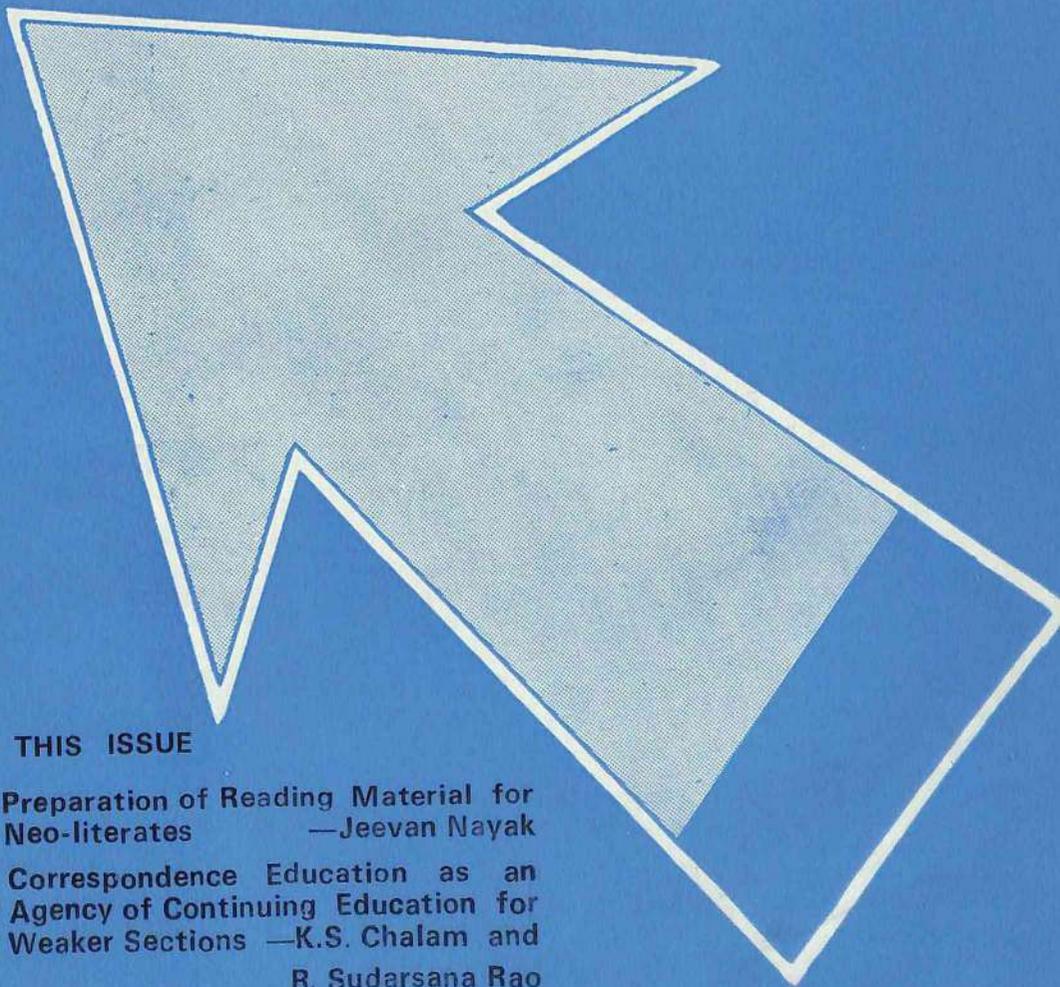
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IN THIS ISSUE

- Preparation of Reading Material for Neo-literates —Jeevan Nayak
- Correspondence Education as an Agency of Continuing Education for Weaker Sections —K.S. Chalam and R. Sudarsana Rao
- Preparation of Adult Education Teachers: Methods and Contents —Nandita Sarma

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Of Problems of Men

A good part of our lives consists of problem solving. If one is not involved in problem solving of one kind or another, it is rather unusual. Sometimes it could be a case of not recognising a problem even if it is there. A state or condition where problems do not exist, is not given to man. Problem evaders and dodgers do not last long. Problems before long catch-up with them.

There are also problems which do not take visible or tangible form, but do exist and persist in incipient and active ways. It is the lack of sensitivity on the part of individuals that comes in the way of problem recognition. So "problemlessness" as such in a normal life or situation does not really exist.

Some problems are inherited as part of local history or culture or a system one belongs to. Besides, some of the problems are created by the people themselves. Quite often individual problems may be exaggerated by a cultural condition and conversely some of the problems inherited in a culture may be accentuated sharply by the subjectivity of individuals.

Problem perception is an important element in problem solving. If we perceive problems in exaggerated forms, or if they are tilted with accentuated motion, their solution becomes extremely difficult. Often a subjective condition seems to define the problem in its totality. The solution of a problem becomes easy or difficult depending upon the kind of perception one has. Human strategies for solving problems, therefore, should not only take note of the nature and extent of the problem itself, but also the nature of the perception of the problem. Problem solving therefore requires understanding both the man and his problem as an inter-related reality of human living.

Illiteracy is a problem and so are the unlettered. We see them quite often, as a duality, sometimes even antithetically. In solving the problem of the illiteracy, we tend to see it more often as having a problematic character of an independent kind. For instance, illiteracy is visualized sometimes as a massive problem involving millions, overwhelming in its scope and effect. Around such feelings and perceptions certain emotions are built. The emotions are often more around the "massive problem" rather than around the inadequacies or problems of the unlettered individual or individuals. (This is not to deny the massiveness of the problem or say that the individual illiterate is all in all). Is our perception with methodologies to solve the problem of illiteracy more of illiteracy itself rather than of the illiterate person? The most effective way of really solving the problem of illiteracy is to look at it as a composite reality. Illiteracy and unlettered are essentially a single problem.

An unlettered man is not ignorant in some things. In fact, he is quite knowledgeable, especially about the community in which he has been born and in which he has his being. He is part of its history and knows the facts that have given him social sustenance. He is ignorant of the larger world and the challenging problems that go with it. In fact, we tend to look down on the unlettered because of his unfamiliarity of the outside world or the uncertainty with which he tackles the new things he encounters.

It is, therefore, necessary to accept the unlettered as knowing something important and vital and what he needs to know is important in a changing world.

Some of our problems arise out of the distorted and unsympathetic perception of an illiterate man. This is because we confuse illiteracy with ignorance and this is a serious mistake. We have often in the name of solving the problem of illiteracy, down-graded the knowledge base of the unlettered and his cultural richness and in the process degraded his personality also.

□□□

Preparation of Reading Material for Neo-literates

Jeevan Nayak

LITERACY programmes are wastefully expensive and would be morally unjustified unless there is adequate reading material for the new literate after he has learned to read. He needs it in order to keep his art of reading alive. And, with books of right sort he can proceed steadily to higher levels. If there is no suitable reading material for him to read, his new ability will be quickly lost. Millions of people are taught to read every year in a variety of adult education programmes in different countries but an overwhelming majority of them becomes illiterate again by the end of the following year. Good books that deal with understandable facts and situations in their own life experience can make the new literate adults not only enjoy the newly acquired art of reading but can also develop among them a sense of direction, participation and fulfilment in any worthwhile activity that goes around.

Education programmes invariably need a variety of technical services known as resource support, such as, development of curriculum, appropriate instructional and reading materials, teaching aids and training of personnel. These services need to be relevant to the needs of the learners and sufficiently flexible for use in different situations by different agencies.

Resource development for a programme of adult education is all the more significant as it affects the motivation of the learners, the effectiveness of the adult education functionaries, and thereby the quality of the programme.

A large number of agencies administering projects have developed the capability to prepare their own learning materials related to the problems of the learners and the development programmes of the region.

However, production of teaching and learning materials not based on scientifically developed curricula may not be relevant to the needs of the learners and may not go a long way if not allowed to pass through a built-in system of evaluation and revision from time to time. Excessive reliance on the printed word with an utter disregard for the radio, television, filmstrips and other supportive learning aids is also not advisable.

Reading materials for neo-literates may be of different types, such as, material for self education, material imparting information and knowledge, and material providing recreational pleasure. These may also include self-learning material with programmed instructions. However, these need to be graded from simple to complex or difficult in order to bridge the gap between the literature available in the market and that used in literacy centres.

Here we are concerned with literature for post-literacy stage comprising material in simple language in different forms, such as, booklets, pamphlets, folders, content sheets, wall papers and newspapers on various topics to develop the skills of reading and writing further, and to provide reading for recreation, general knowledge and information.

The first-stage supplementary reading material should be a shade higher in content than that designed to teach the basic skills of reading and writing. It would, therefore, stand to advantage to help the local teacher work out procedures and methods of his own in designing materials with a direct bearing on a given community, to encourage him to try improvements in his own design and to supplement it with use of newspapers, motion pictures, books and radio-features related to new areas of knowledge, and make it more relevant as follow-up reading material. 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 aspiring leader known and respected, not for his power and pelf, but for his integrity. Let him be further guided by the following broad criteria :

- the themes should be very close to the everyday problems of the people;
- material should consist of small independent units roughly matching 8 to 10 pages in print in crown 8Vo size ;
- ideas should be very simple. Idea load should be kept as light as possible ;
- vocabulary already used at the literacy stage should be augmented by 50% more words most commonly spoken in his area ;
- sentences should be short, maximum average length being 6 to 8 words ;
- use of conjunct consonants should be limited. Too many of them should not be used on a page ;
- the script should coincide with 16pt. type face. This requirement should be clearly explained to the scribe by showing a printed specimen ;

— text should occupy only half the total space. The rest should be covered by simple and forceful line drawings. Title should be easy to read and attractive.

Let the local teacher also 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.

Second-stage supplementary reading material should be prepared as a by-product of literacy workshops to be organised for a duration of at least 2 weeks at different centres. Participants should be trained in the techniques of writing for the new literates and checking their manuscripts with potential users. Production of suitable literature for use at this stage can also be encouraged by competitions for which printed books in the languages in vogue can be invited and prizes awarded to those found suitable. A large number of copies of prize-winning books can be purchased by Governments for distribution to adult education centres.

Terms and conditions underlying prize competitions may categorically state that the first concern is to find material within the experience of the learner. It may also be stressed that education of adults lays minimum emphasis on systematic mastery of knowledge and maximum on his all round growth and development as an individual capable of solving problems that arise in the course of his day-to-day life. It would, thus, be necessary for the competitors to visualise the requirement in a totally new perspective, remembering that the new literate can hardly be insulated from the culture in

which he finds himself and answers to one of the following categories, viz., bucolic, cosmopolitan, tribal.

Our people are essentially oriented to fatalism. They strongly believe that things are ordained or predetermined. They are not given to analytical approach in understanding a problem or comprehending a phenomenon. They do not seek explanations by a process of detailed reasoning but do so by intuition. They are conditioned to put up with want, taking for granted that the routine, ritualistic way of life is desirable, sacred and inviolable. They are basically interested in the results and the immediate source that leads them rather than the process. They demand immediate material gratification or gain. They harbour dislike against agents of establishment, disaffection towards bureaucracy and disbelief in political programmes. They derive spiritual comfort provided by familiar situations in the stories of incarnations, seek knowledge through folk-lore and have an unflinching faith in the cycle of birth and rebirth. Scientific knowledge hardly holds interest for them. They

have grave doubts regarding any effort aimed at manipulating material conditions. They can perceive the influence of nature better than that of human endeavour in changing their lot. They know what they want but know not how to express their wants, much less how to get them satisfied.

We now come to the third stage of reading materials, the follow-up stage—when books for recreational reading, general knowledge and information written in simple language are required. Reading materials have also to be supplemented by other materials. Sound-motion pictures, recordings, wall charts and similar other materials also fulfil the functions of reading material.

Materials logically organised and designed to fit mass market may meet the requirements of different groups and different areas at this stage when the learners are in a position to select or reject the materials and to decide whether that could help them in reaching a solution to their problem. If the learner looks at the material as an arbitrarily imposed requirement he will be disinclined to discover that its content really helps him in living. □□□

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Job Satisfaction of Developmental Personnel : A Catalytic Force for Rural Development

K.M.P. Singh and S. Mulay

OF late the emphasis in the study of job effectiveness of a worker has not only been on his job performance but also on his job satisfaction. In other words, it is being realised that effective job performance also depends on one's job satisfaction. Technically, Gilmer (1961) defined job satisfaction as "the result of various attitudes the person holds toward his job, toward related factors, toward life in general". Locke (1969) defined job satisfaction as "pleasurable or positive emotional state resulting from appraisal of one's job as achieving or facilitating the achievement of one's job values". Porter and Steers (1978) conceptualised job satisfaction as the sum total of an individual's met expectations on the job. The more an individual's expectations met on the job, the greater his satisfaction. Job satisfaction in broad terms covers satisfaction not only in relation to the job but also satisfaction with regard to the basic general requirements of life. Here the job satisfaction of developmental personnel may be defined as the degree to which they were satisfied or dissatisfied with the various aspects of the job which they perform. The present paper aims at identifying the training needs of developmental personnel in general and Block Development Officers (B.D.Os) in particular as the training exists to

improve job effectiveness, interpersonal relationship in the organisation, and adjustment of the personnel to their total environment.

Methodology

The index of job satisfaction of the Block Development Officers in the present study was the score obtained by them on Cantril's job satisfaction Ladder originally devised by Cantril in 1965. The present study was conducted with 63 Block Development Officers in the Community Development Blocks in tribal areas of three districts, viz., Singhbhum, Palamau and Santhal Parganas of Chotanagpur and Santhal Parganas Autonomous Development Authority, Ranchi (Bihar). Out of several important independent variables job satisfaction was one crucial variable from which training need could be inferred for the present investigation. The method of data collection was by interviewing and observing the respondents. On the basis of a pilot study, 28 items were found to be suitable for the job satisfaction ladder for measuring the job satisfaction of B.D.Os.

The job satisfaction ladder included items on 7 different dimensions or areas namely, satisfaction with (i) superiors, (ii) fellow workers/subordinates, (iii) working conditions, (iv) professional rewards (v) personnel action, (vi) personal development and (vii) confidence

in management. The number of items in these areas were 1, 3, 7, 4, 3, 5 and 5 respectively, as shown below:

Satisfaction with superiors

- Fair treatment

Satisfaction with fellow workers/ subordinates

- Frequent transfers of extension personnel
- The sense of belonging with respect to the subordinates
- Team spirit with other extension officers

Satisfaction with working conditions

- Getting correct and timely supply of inputs
- Independence and autonomy in decision making
- Opportunity to participate in professional get-togethers
- Physical and material requisites for office work
- No external influence
- Multiplicity of work
- Facilities for conducting various training and other extension programmes

Satisfaction with professional rewards

- Adequacy of salary corresponding to the work
- Encouragement for meritorious work
- Recognition given to one's present job
- Recognition given to one's present job in the State Agricultural Department

Satisfaction with personnel action

- Weightage given to one's views in

decision making by higher officers

- Supervision of one's work by higher officers
- Fixation of the target of one's work by higher officers

Satisfaction with personal development

- Opportunity for further educational training
- Praise and recognition for good work
- Pride in one's work
- Scope to prove one's merit and excellence to others
- Sharing more responsibility than others

Satisfaction with confidence in management

- Confidence in planning, controlling, budgeting, directing, supervising and coordinating
- Participation in decision making
- Method of evaluation of one's work
- Dual control system
- Management of technical and non-technical personnel

The scoring procedure of the items of the job satisfaction ladder was same as given by Cantril, that is, -5 to +5. However, with a view to avoiding plus and minus signs, 5 was added to the original scores obtained by a B.D.O. on an item. Thus, the range of score on an item was 0 to 10. Keeping in view the different number of items under the seven different areas, all the positive scores under each area were summed up and divided by the number of items of the same area in order to reduce the variability among the different items of job satisfaction. The

total scores on 28 items constituted the job satisfaction score of a B.D.O. Thus the maximum possible score of all the seven different areas was 70.

The B.D.Os' overall job satisfaction as well as their job satisfaction in seven

was obtained in different areas of their job satisfaction. The calculated means of the various areas were compared by the ideal (expected) value of job satisfaction using Standard Normal Deviate Test. A highly significant deviation was obtained in all the areas

Ladder	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	
	—Top (Maximum job satisfaction)					—Middle (Neutral)		—Bottom (Minimum job dissatisfaction).				

different dimensions or areas were analysed. The Means and standard Errors of the said job satisfaction scores of the 63 B.D.Os in seven areas were calculated and then the standard Normal Deviate Test was applied, the results of which are shown in Table 1.

when compared with the ideal (expected) value of the job satisfaction (u) as presented in Table 1. In all the cases the B.D.Os were found dissatisfied upto 50 per cent of the satisfaction whereas below this point most of the B.D.Os were found satisfied in different areas.

The average score of the B.D.Os

TABLE 1
Standard Normal Deviate for Block Development Officers in Different Areas of Job Satisfaction

Sl. No.	Area of Dimension of Job Satisfaction	$\bar{X} \pm SE$	Value of Z at 100% Expectation (u=10)	Value of Z at 75% Expectation (u=7.5)	Value of Z at 50% Expectation (u=5)	Value of Z at 25% Expectation (u=2.5)
1.	Satisfaction with superiors	4.710±0.132	40.07** D	21.14** D	2.19* D	16.74** S
2.	Satisfaction with fellow workers/subordinates	4.380±0.124	45.33** D	25.16** D	5.00** D	15.16** S
3.	Satisfaction with working conditions	3.698±0.107	58.69** D	26.19** D	12.17** D	11.19** S
4.	Satisfaction with professional rewards	3.794±0.110	56.42** D	24.60** D	10.96** D	11.76** S
5.	Satisfaction with personnel action	4.397±0.159	35.24** D	19.52** D	3.79** D	11.93** S
6.	Satisfaction with personal development	3.809±0.129	47.99** D	28.61** D	9.23** D	10.15** S
7.	Satisfaction with confidence in management	3.778±0.124	50.18** D	30.02** D	9.85** D	10.31** S

* Significant at 5 percent level of probability.
** Significant at 1 percent level of probability.
D— Dissatisfied.
S— Satisfied.

It is evident from Table 1 that the respondents had high degree of dissatisfaction with respect to all the seven areas. The dimension or areawise possible reasons behind the dissatisfaction are given below.

Satisfaction with superiors : The possible reason behind the B.D.Os' dissatisfaction in this regard, it was observed, was that their superiors were unfair and inconsiderate to them.

Satisfaction with fellow workers/ subordinates : B.D.Os' dissatisfaction in this regard was due to the fact that their subordinates did not share and express the feeling of mutual dependence and team spirit. Another continuing problem was the frequent transfers of extension personnel. Since a community developer like the B.D.O has to be in personal touch with the physical as well as human aspects of extension work, frequent transfers of extension personnel are likely to hinder the progress of developmental work. An officer needs to remain in one area long enough in order to understand the development problems of his area. Frequent transfers thus deprive programmes of expertise and continuity. These also deny officers the opportunity to know and understand one another so as to enable them to have a harmonious coordination of their functional activities. So the finding suggests that the transfer of officials from one project station to another should be minimised and should certainly not take place before the officer has spent two years in the area.

Satisfaction with working conditions:

Apart from the above, the respondents also seemed to be dissatisfied with their working conditions. It was observed that the B.D.Os were not provided with agricultural inputs for distribution among the tribal farmers. Infrastructural inadequacies accompanied by procedural time consumption might have contributed to the problem.

They were found to be deprived of autonomy in decision-making, greater opportunity to participate in professional get-togethers and other facilities for conducting various training and extension programmes. Among the reasons mentioned above, absence of autonomy might have contributed more towards dissatisfaction. A large number of individuals like to exercise discretion. Professional employees like to have discretion to analyse problems freely and to work out solutions. External influence, such as political interference was also noted to be the cause of dissatisfaction of the B.D.Os. The administrator can avoid carrying out an action that he believes to be improper, but working under strong political influence B.D.Os might believe that they could be, and possibly in some cases were actually, transferred for refusing to concede to an undue request. Such interference, therefore, appears to be another cause of low satisfaction among the developmental personnel. Moreover, the clash of interest between the elected politician and the administrator is never far beneath the surface in a democracy. The

bureaucrat sticking to the rules as his guide, and the politician more concerned with the practical solution of satisfying people—either for serving the people or for creating a political base—will have conflicting approaches. If political interference is not transformed to utility, the administration might collapse as the controlling administrators will not be able to direct the subordinates, resulting in the hampering of the accomplishment of the task at hand.

Multiplicity of work was also found to be a substantial reason for job dissatisfaction. This might be due to the fact that the multifarious duties and responsibilities of work, in addition to developmental work do not give an opportunity to do full justice to the developmental task. Developmental work requires patience, persuasive talent and the power to influence. Possibly, the revenue and other miscellaneous tasks took B.D.Os' time and energy to a large extent.

Satisfaction with professional rewards: The B.D.Os' dissatisfaction with the professional rewards appeared to be due to their stagnation, lack of encouragement for their meritorious work and non-recognition of their present job in the State Agriculture Department. Low earning might have aggravated the situation. A satisfactory level of earning in the form of good salary structure is a basic necessity of a job, an essential requirement which must be satisfied before other factors

begin to operate to engender the "will to work". The observations made by the Verghese Commission (1973) in Tamil Nadu also indicated the magnitude of this problem. "The most serious problem facing the panchayat development department is the stagnation of officers and staff practically at all levels."

Satisfaction with personnel actions: The B.D.Os' dissatisfaction in this regard was on the ground that targets are generally imposed upon the block administration from above and as a result, some of them are found to be unrealistic. In spite of doubtful credibility of the reported achievements, as is generally felt by people, the authorities continue to pour target oriented developmental projects and derive satisfaction from numerical achievements. Working staff might be feeling pressurised to fulfil these numerical achievements as the targets are sometimes beyond achievement in a stipulated period. In fixing the targets the B.D.Os' own experiences and difficulties are seldom taken into account. To conclude this, achievement orientation should be the imperative philosophy in the conduct of public business.

Satisfaction with personal development: Recognition is one of the principal sources of satisfaction. The B.D.Os expressed discontent due to the lack of recognition from the farmers for whom they were actually toiling. Even if some B.D.Os worked hard, their difficulties were not appreciated. This would have made them feel dejected. Likewise, appreciation and commendation for good work from the superior officers had been rare. In periodical meetings with the B.D.Os, the superior officers might have shown

indifference to their difficulties, turning down arguments or suggestions put forward by them or may have even reprimanded them, thereby creating job dissatisfaction.

Satisfaction with confidence in management: Besides the organisational dissatisfaction, attitudinal differences also cause dissatisfaction. The block administration is expected to function as a team, both for the purposeful coordination of development programmes and for the promotion of an integrated approach to the effective implementation of rural development programmes. The B.D.Os were finding it difficult to coordinate the functions of the technical and non-technical staff of the block. By and large, a tendency on the part of the B.D.Os and other extension officers to be indifferent to non-technical B.D.Os as their leader was observed. This is in conformity with the view of Vepa (1962) who noted, "almost all adopt a hostile attitude toward the B. D. O particularly if he belongs to the revenue cadre and regard him as being unqualified to guide them in development work". Kahlon (1974) also reported on the basis of a study conducted in Punjab: "coordination of the block level was even more difficult. The Block Development and Panchayat Officer was not fully effective for his juniors who belonged to the establishment of the technical department and the execution of development projects suffered as a result."

The system of dual control existing at the Block level was found to breed dissatisfaction among the B.D.Os. Dual control breeds dissatisfaction not only among the functionaries concerned but also permeates into their job functions and contributes to inefficiency.

The average job satisfaction of all the B.D.Os in different areas was compared by F test. For establishing the area of preferences among the different B. D. Os, variances were analysed.

Table 2 indicates that the F ratio was highly significant. This implied the significant difference between the job satisfaction scores in different areas, in other words, the B.D.Os' job satisfaction varied with the variation in the job satisfaction areas.

Highly significant F ratio though indicative of significant trend of difference in job satisfaction areas, does not give the picture of difference as it existed in the comparisons of seven job satisfaction areas. Therefore, from the said Mean Sum of squares (variance) as given in Table 2 the Critical Difference value was computed for 0.05 probability level. On the basis of this Critical Difference value, the mean difference in 21 different comparisons of the seven job satisfaction areas were calculated. Average satisfaction of seven areas are arranged in Table 3 in the descend-

Table 2
Analysis of Variance Computed for Job Satisfaction Scores of the Block Development Officers

Sources of variation	D.F.	S.S.	M.S.S.	F. value
Among the job satisfaction area	6	62.0771	10.3462	9.96**
Between the job satisfaction areas	434	450.9841	1.0391	—

** Significant at 1 percent level of probability.

C.D. value at 5 percent level of probability=0.27.

ing order of their magnitude and their differences are compared with the Critical Difference (C. D.).

of the functionaries in remote places and hence they need to be satisfied and encouraged. Shortcomings

Satisfaction with superiors	Satisfaction with subordinates	Satisfaction with working conditions	Satisfaction with Professional reward	Satisfaction with personal action	Satisfaction with personal development	Satisfaction with confidence in management.
4.71	4.40	4.38	3.81	3.79	3.78	3.70

Now it is obvious that the first three areas; i. e., satisfaction with superiors, subordinates and working conditions differed significantly from satisfaction with professional rewards, personnel action, personal development and confidence in management. But no significant difference was observed among satisfaction with superiors, subordinates and working conditions; among satisfaction with professional rewards, personnel action, personal development and confidence in management; between satisfaction with subordinates and working condition; among satisfaction with personnel action, personal development and confidence in management; and between satisfaction with personal development and confidence in management. Hence it can be inferred that the B. D. Os were found to be more or less equally dissatisfied in the areas like satisfaction with superiors, subordinates and working conditions on the one hand, and in the areas like satisfaction with professional rewards, personnel action, personal development and confidence in management on the other. But the degree of satisfaction among superiors, subordinates and working conditions was found to be more than that of professional rewards, personnel action, personal development and confidence in management.

Conclusion

Tribal development needs working

in the successful performance of the B.D.Os revealed that the B.D.Os were discontent.

To make a worker productive, it is necessary that he has to be satisfied and hence the organisation must take some actions to remove dissatisfaction of the B.D.Os. The authorities should also decide the way to motivate the functionaries to work in tribal areas. This could be through incentives and prompt rewarding of merit.

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Correspondence Education as an Agency of Continuing Education for Weaker Sections

K. S. Chalam and R. Sudarsana Rao

EDUCATION as a system of organisation and also as a socio-economic and cultural process is increasingly being recognised by educationists all over the world. P.H. Coombs' work on the 'The World Educational Crisis: A System Analysis', has further strengthened the idea. He has differentiated between the formal system of education and non-formal system (involving teaching-learning process aimed at particular objectives but conducted outside the formal system). In fact the term non-formal system of education has been used much widely than the definition given by Coombs. A number of concepts, such as, 'adult education', 'life-long education', 'continuing education', 'distance education', 'correspondence education', and many more are being introduced day in and day out by educationists. In a sense, all these concepts come under the non-formal system of education. However, some of the above concepts of education do not involve any direct teaching-learning process whereas others do.

Education is not a process that terminates at a particular stage or age of an individual. It is a life-long process, as John Dewey rightly remarks that education is not a preparation for life, but life itself. Education is also not

schooling. Schooling is only a part of the various stages of education that a person can get through for a formal process of rigid and systematic certification of his acquired knowledge, while life-long education should continue from birth to death. The concept of life-long education came into vogue after the World War II when ideals like 'fundamental right to education' and 'democratisation of education' gave rise to many positive social forces. The 'rampant expansion' of educational facilities in the 1960's in the industrialised countries made the formal system inadequate to meet the growing demands of the literates. This resulted in the growth of various forms of non-formal systems of education. The Open University, the Distance Education, Correspondence School and the like are some of the innovations that came up as substitutes and sometimes as complementary to the formal system. However, the life-long education has remained to be a permanent remedial provision of knowledge benefiting those who have thirst for knowledge, adults who though having benefited from regular schooling, felt that they wanted to supplement what they had learned as children. This has come into existence as a result of social, cultural, economic and technological developments which in turn have improved the social, professional and promotional opportunities. The UNESCO in its fifteenth session declared that there is a need for integrating

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'Life Long Education' with the social and economic planning of the member nations. This idea has been made popular all over the world ever since formal schooling has been attacked by Ivan Illich and the Deschooling School. Various alternatives and substitutes have been suggested and also have been introduced either as an alternative to schooling or as a complement to life-long education. The idea of Open University and/or Correspondence Education is one of the new inventions of this period.

Life Long and Continuing Education

The concept of life-long education is a wide one which takes into account all types and levels of education, integrating various aspects of life of an individual; while continuing education is used only in a restricted sense. Life-long education indicates the relationship between the individual's life span and his educational, cultural and aesthetic experiences in his life time. Continuing education though not explicit in its connotations has implicitly restricted itself to change or growth. Continuing Education is relevant only in a growth situation wherein the education already acquired would become redundant and there is a need for continuous exposure to new knowledge. It is a dynamic concept wherein the education must prepare the person for change and induce him to take up new responsibilities. It also requires to maintain the standards through fresh exposure to new knowledge and also discarding the obsolete. In a dynamic world situation, movement from one occupation to another, from one performance to another, from one function to another either because of a promotion or because of improvement in the techniques used in the process becomes essential. Hence, continuing education

is relevant here to prepare the individual to changing conditions and also to refresh him to the new situations. Continuing education is inevitable in technologically advanced societies because of the fact that technology brings in new processes and ways of doing things which need to be learnt to live and survive. In other words, continuing education and development are closely related and have a direct bearing on life-long education. Therefore, continuing education becomes one of the ways by which a person can learn through his life. Recognising this fact, the Education Commission, 1964-66, mentioned the need for Continuing Education in India. It recommended that the formal institutions must open their doors to those adults, workers, farmers and so on, who desire to improve their knowledge, widen their horizon in life, improve their careers or professions. It has suggested that a parallel part-time system of education with sandwich courses should be offered by the formal institutions either in evenings or in their out-of-duty hours. In other words, continuing education, according to the Commission, must strengthen the individual as an agent of production in the changing situation through the formal system and must also take the responsibility of providing the formal schooling and certification of knowledge.

Correspondence and Continuing Education

The Open University or Correspondence Education which works as a substitute for the formal system is projected as an agency to carry out continuing education, since correspondence education also gives importance to formalisation and certification of knowledge. The Education Commission, 1964-66 has discussed about the cor-

respondence courses and recommended that it should bring education to those who are unable even to attend part-time courses. However, it has taken a broader view of correspondence courses and said that the courses should not be confined to university degrees alone and must be made available for those who desire to enrich their lives through cultural and aesthetic values. The wider view of the Education Commission about correspondence education seems to have taken into consideration the requirements of life-long education. This indicates the importance of correspondence education as an agency that can satisfy the requirements of continuing education and also life-long education. But, life-long education does not require institutionalisation of knowledge, thereby making correspondence education of secondary importance for life-long education. However, continuing education which needs institutionalised knowledge for individuals who take up various roles in industry, agriculture, etc., can take the help of correspondence education for its sustenance. The practice of correspondence education in the country so far does not seem to support either of these functions, viz., as an agency to satisfy continuing education or life-long education. It merely substitutes the formal system by training the drop-outs, the repeaters, the part-timers and all those who miss the formal system. Of course, it is able to reduce the physical and financial burden on the formal system. Yet, it can be further strengthened on the lines suggested by the Education Commission and can even meet the requirements of adult education.

Correspondence education is popular in developed countries like Australia, United Kingdom, U.S.A. and U.S.S.R. There has been a tremendous growth in

correspondence courses in these countries in recent years. There is one open university in Millan Kynes near London which has more than 70,000 students on its rolls. Education through correspondence courses was started in the year 1962 in India. There are at present more than 22 correspondence Institutes/Directorates in India, with thousands of students on rolls. Instruction through correspondence institutes became crucial in India because our planners have realised that education is not only a productive investment but can also bring about social well-being. However, the resources at the disposal of the planners are inadequate to provide education through the traditional modes to the ever increasing population. The Education Commission, 1964-66, noting this phenomenon remarked, "If the present rate of expansion (10% a year) is assumed to continue for the next 20 years, the total enrolments in higher education would be between 7 and 8 millions by 1985-86 or more than twice the estimated requirements for manpower for national development. An economy like ours can neither have the funds to expand higher education at this scale nor the capacity to find suitable employment for the millions of graduates who come out of the educational system at this level of enrolment". Therefore, correspondence education apparently attracted the attention of the Commission as a substitute to providing educational facilities to the growing numbers. It has recommended this as an alternative to the formal system. At present more than 20 percent of the total student population of higher education is getting instruction through correspondence courses in India.

Correspondence Education and the Weaker Sections

The socio-cultural history of India

needs to be remembered in the context of expansion of education. We know that education was monopolised by a few castes in the past. As a result, majority of the population, particularly the weaker sections, remained outside the purview of education for a long time. However, our planners and leaders have recognised the all round balanced development of different groups of the society, through the creation of 'equality of opportunity' in all fields. As education is the pre-requisite for entry into any field of economic activity, it is being increasingly used as a tool to achieve this goal. But, the progress made so far is far from satisfactory. Further, social taboos, inadequate facilities, the village setting, lack of motivational factors are some of the serious obstacles that come in the way of spreading literacy in the rural and also in the urban areas through formal schooling. The educational status of the weaker sections is so poor that it really needs an integrated approach to improve their levels of literacy. So far our educationists have not exploited the non-formal systems like the correspondence courses to improve the educational status of the women, scheduled castes, scheduled tribes, and other socially and economically weaker groups of the society. Therefore, correspondence education can now be used as an alternative to formal system not only to improve the levels of literacy of the weaker sections but also to improve their skills and abilities which may provide ample opportunities of employment, promotion, etc.

A few observations based on the progress made in this direction in the schools of correspondence courses indicated that postal education is a boon to the weaker sections, as they can continue their education while working.

Most of the women in India, who are also housewives, cannot find time and opportunity to go to schools and colleges irrespective of their economic background. Men belonging to weaker sections cannot afford college education as they are financially weak. Children in these groups take up work early in their childhood to earn their livelihood. Therefore, they discontinue their education at various levels, right from the primary education to the college level. Under these conditions, correspondence courses can provide them an opportunity to continue their education for better prospects in their life. The cost of education through correspondence courses is several times less than the cost of formal schooling. Therefore, people belonging to the weaker sections find postal education as a viable alternative to regular class-room education. Another advantage in this system of education is that people can learn while they earn their livelihood. Also, the reading material comes to their doorstep and they need not go to any individual or institute to seek education. It is also possible to avoid student unrests in the premises of the citadels of learning which mostly affect the weaker sections. Correspondence education can be of much use to the weaker sections if its base is widened to cover some schemes of continuing education.

Some Evidence

It is interesting to note that the number of students from weaker sections as users of correspondence education is slowly increasing. The number of women students enrolled in the correspondence institutes is fairly less than the male students. For instance, out of 9,682 students enrolled in the year 1971-72-in the Directorate of Cor-

respondence Courses, Punjab University, women students constitute only 57.9. However, the strength of women students in this Directorate has increased from 676 during 1975-76 to 1,838 in 1976-77. The women candidates registered for the three-year B.A. course in the School of Correspondence Courses, Andhra University, constituted 16.03 per cent of the total students in 1976. This percentage further increased to 24.2 and 25.5 during the years 1977 and 1979 respectively. This shows that there is a steady growth in the awareness of women about the correspondence education.

The enrolment of scheduled caste and scheduled tribe students in correspondence institutes is not much encouraging in spite of the number of advantages offered by the correspondence education. The proportion of this category of students was only 4.85 per cent of the total during 1971-72 in the Directorate of Correspondence Courses, Punjab University, Chandigarh. This percentage, however, increased to 7.36 during the year 1977-78. The percentage of scheduled castes registered for B.A. course in the School of Correspondence Courses, Andhra University, Waltair, was only 3.85 in the year 1976, and later increased to 4.5 during 1979-82. The number of scheduled tribe students for the same course is much less. The proportion of scheduled tribe students did not go beyond 1.25 per cent of the total in 1976-79 and 1979-82 batches.

It implies that students from the weaker sections studying through correspondence courses do not fulfil their proportion to the total population. It is largely due to the fact that the Schools of Correspondence Courses are not catering to the needs of the weaker sections and also because there is a

lack of awareness among the weaker sections about the correspondence education.

A few suggestions

At present Correspondence Institutes in various universities are offering under-graduate and post-graduate courses. A few of them are also offering professional courses like B.L., B.G.L., B.Ed., M.Ed., etc. In addition to these courses, these Institutes should also offer courses in Secondary School education, so that correspondence education may reach the weaker sections who have discontinued their studies after primary education for a living. Women should be further encouraged to study through correspondence schools by giving some incentives like fee concession, reservation of seats, etc. As the number of students of scheduled castes and scheduled tribes is less in these schools, they should be given more fee concessions. Also correspondence courses should be popularised among the weaker sections through news and communication media. Correspondence Institutes should establish their study centres and personal-contact programme centres at places as near as possible to the students so that the students, particularly from the weaker sections, who stay in remote areas may participate and get benefits from such support services. Above all, the scope of correspondence education should be raised so as to meet the aspirations and requirements of the out-of-school youth who desire to better their educational standards. This would require correspondence education to offer not only traditional general courses like B.A., and B.Sc., but also courses in agriculture, industry and allied areas which would help improve production in general and prospects in particular of the students. □□□

Preparation of Adult Education Teachers : Methods and Contents

Nandita Sarma

THE massive task of exposing 100 million Indians to the National Adult Education Programmes within five years is certainly a bold step towards national development. The objective of the programme stands for a better participation of the adults in social and other activities, and as such it aims at developing an aptitude for new knowledge, qualification, good behaviour, unity, solidarity and a balanced human personality, and for understanding the major contemporary problems and social changes that the world is facing today.

Who are these adults? They are all those, who somehow or other were left out from the enjoyment of the advantages of culture. Adult education, therefore, must be an adequate system of education which will help those who have not had an opportunity to live a full and rich life. Adult education in its modern form, takes as its starting point the real conditions of the life of each individual, the life of society, the life of the world. It opens our eyes to new possibilities of giving fullness and profundity to the most humble life by means of science, philosophy or art. It embraces the living culture which is not imposed on life, but is everyday life itself in all its dimensions.

The field of action for adult education necessitates a taskforce of devout workers, thus giving rise to the need for professionals. But unfortunately

we suffer from a shortage of trained staff as well as training materials. Very few opportunities are being provided for training adult educators even though the demand for it has been gradually increasing.

As an immediate step let us focus on the existing teacher training institutions where it should be made compulsory for every trained person to participate in the programme. Every institution should, in due course, develop into a centre, rather a lighthouse for such programmes. These institutions should not only help adults and out-of-school youths to educate themselves, but also be responsible for the preparation of workers and suitable literature. It should be recognised that the training needs of adult education workers are varied and complex and more than one strategy will have to be adopted.

Adult Education as a Profession

While adult education stands as a profession in its own right, the three essential elements that make a profession—a body of knowledge, specific training and job—are to be considered in the preparation of adult educators.

With reference to the body of knowledge, there are four possible positions. First is the traditional position held by most universities. All that good teaching requires is a mastery over the subject-matter. This position assumes that the main objective is a

systematic coverage of an organised field of knowledge. The method which is implicit in this view is the lecture, and the materials are the text-books or readings organised by the instructor.

Second is the position that methods are the "tools of the trade" of teachers, and that consequently the training of teachers is primarily a matter of their acquiring knowledge about the experience with methods. Third is an essentially different position. It holds that adults have peculiar problems of learning, and that the conditions imposed by these peculiarities make the teaching of adults unique. Consequently, an understanding of the psychology of the adults and how to obtain knowledge about adults as individuals is basic in training adult educators. This point of view has gained increasing recognition as the knowledge of adult psychology has grown. Because of the wide range of individual differences in any group of adults, each situation is unique. Methods involve experience in how to apply principles in real situations; materials must be created because there is a dearth of adequate and satisfactory materials. Fourth is an eclectic position, taking applicable and useful points from each of the other three positions. It is necessarily built around the psychology of adults. Along with this fourth position emphasis is to be laid on certain points that are emerging out of the sociology of adults.

1. The community is the setting for any adult education situation and determines the kind of adults who will participate, the problems they will have, the character of activities involved in the solution of these problems and the adult education possibilities.

2. The motivation on the part of adults for educational experience is closely related to the problems which they encounter in day-to-day life. Their educational opportunities should, therefore, take account of these problems.

3. Since it is the pressure for action which is the focus of experience-motivation, the educational experience of adults would be incomplete without action.

4. The aim of adult education must be the satisfaction of the adult participants, not the completion of a course of study or a term of classes.

5. Since the world of experience of the majority of adults is very limited, adult education has the obligation of expanding the 'horizons' of adults for the enrichment of life with the great opportunities of the modern world.

6. Growth into effective democratic citizenship is an adult-education process.

The Method

It involves a precise understanding of the purposes and exact knowledge of the adults and their social environment and a thorough appraisal of the particular situation including personnel, place, equipment, etc., of the adult-education activity. The wide variety of resources of methods include counselling, films, newspaper, radio, laboratories, dramatics, lectures, museums, discussions, recordings, demonstrations, books, reviews, field trips, excursions, recreation, television, games, art-galleries, clubs, libraries, and places of social gathering. Each may have a principal use in terms of purpose, people and circumstances, however, it

may be used in combination with or as supplementary to another method.

But the problem is how to carry out the selected method. Method is a matter of knowledge and skill. Each method involves technical elements without which it cannot be effectively employed. So the adult educator must understand the techniques and have the ability to use them.

Training of Adult Educators

Methods and techniques in adult education are the focus of professional training for the teachers and the leaders of adults. For the administration of adult education organisations and community programmes, the focus is on the forms of adult education and the problems and practices of adult education administration. A third focus for community strategies and organisers, and those operating programmes in which social work and adult education are combined, is on sociology, community organisation and community service.

The content of training for adult educators grows out of the philosophy of training and the concept of the body of knowledge, and as such a general framework of training for adult educators may be drawn covering the major areas given below:

1. General introduction to adult education.

2. Philosophy of adult education—the character of purposes and objectives and how they are determined, the ideas with which to work.

3. Function of adult education—an analysis of the social sense, the conditions imposed on adult education by democracy, and the relation of the cultural function to community functions.

4. Administration of adult education including the organisational structure, the roles of various institutions, personnel, finance and publicity.

5. Community organisation and community service—basic knowledge of sociology and the techniques of community study, acquaintance with the sources of data about communities, the theory and facts about community organisations and community planning of group life and co-operative activity.

6. Psychology of adults—the problems of age and conditions of adult learning, and their implications for methods of adult education.

7. Methods and materials—how to meet the conditions of adult learning, individual attention and group experience informality, methods found useful by experience, co-operative participation, discussions of various types, workshops, etc.

8. Problems of materials' readability, printed matter, radio, films, use of mimeograph, etc.

Conclusion

To make the programme a success, we will have to gradually create a climate wherein people themselves may feel the urge and the necessity for good education as a lever for all developmental work. Consequently, there could be a link between the adult education programmes and the various continuing education programmes like correspondence courses. The universities, training colleges and other institutions of higher learning, besides providing the necessary leadership could also effectively help in the proper training and orientation of adult education workers, viz, the instructors and superiors and also the project officers. These store-houses of latest

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Adult Business Education : A Challenge

K. C. S. Jain

THE concept of adult education in the beginning was related to the deprivation of educational facilities to children. After independence it came to be known as 'Social Education' which included eradication of adult illiteracy, betterment of health and sanitary conditions, education for democratic citizenship, improvement of economic conditions and productive use of leisure. This extended the concept of adult education from mere literacy to other fields of development and to all people, young and old, who were not covered by the formal system of education. The Education Commission (1964-66) made the concept of adult education broader when it stated "The scope of adult education is wide, as wide as life itself." The Commission also maintained that "education does not end with schooling but it is a life-long process". Adults today need an understanding of the rapidly changing world and the growing complexities of society. Even those who have had the most sophisticated education must continue to learn, in order to have an alternative in the event of obsolescence.

The concept of adult education was further made clear when the UNESCO report defined it as "the entire body of organised educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities, as well as apprenticeships, whereby persons regarded as adults by society to

which they belong develop their abilities, enrich their knowledge, improve their technical and professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in the two-fold perspective of full personal development and participation in balanced and independent social, economic, and cultural development" (Cooley, 1979).

From an analysis of this definition it is clear that all educational programmes which help an individual for better adjustment in a changing and complex society are part of any adult education programme. It also emphasises that it is a life-long process, needed by every individual, irrespective of the qualifications he possesses.

Our country is fast developing and needs drastic changes in the educational system. The explosion of knowledge, development of new skills and the changing democratic and cultural values demand a system of education through which an individual can meet his needs. Business education is very much related with the economic development of the country. It must, therefore, help individuals to meet their needs at all levels. Hence, it is essential that any programme of adult education must have a component of business education.

Adult business education as defined by Swatt (1972) is "an organised system of learning for out-of-school youths and adults whereby they may acquire business knowledge and skills and the attitudes necessary to function at their

optimum abilities in contemporary society as citizens, workers, parents and as individuals." This definition clearly states that such a programme is meant for out-of-school youths and adults, and should be organised in such a way that it develops skills, abilities and attitudes relating to business education necessary for the society.

Adult business education has a close and parallel relationship with the higher secondary business education programme. At present the commerce programme at the school stage is not able to fulfil its main objective, that is, the vocational. Most of the students passing out are not able to get jobs because they could not develop the required skills, and those who are lucky to get a job, are not able to adapt to the new situation easily. Secondly, most adults are not able to keep pace with the knowledge relating to business education which is now necessary because of the law and social needs. The need for an adult business programme, therefore, is imperative.

The Challenges

Any programme of adult business education must fulfil certain aims which relate to the development of vocational skills, knowledge necessary for day-to-day life, for understanding the economic aspects of the country, and developing the qualities of a good consumer.

Vocational Use

Hitherto the emphasis at the higher secondary stage had been on academic courses including science and mathematics. With the new scheme of education (10+2 scheme) the emphasis has been shifted from the educational to the vocational aspect. As per the new pattern of education, students should not only be academically literate, but should also have suffi-

ent specialised education to develop marketable skills needed to secure, hold and advance on the job. This vocational objective is yet to be achieved even in the formal system of education. Students passing different courses are not able to get suitable jobs. Furthermore, vocational objective should be to provide not only for a job, but also for a change in job, whenever required. Since occupational life is fast changing no individual can stick just to one job. Every individual changes jobs during his lifetime. This change may be necessary because of invention, economic conditions of the country, legislation or promotion.

Since this objective has not been achieved fully at the higher secondary level, the importance of suitable adult business education has increased. Today, courses related to vocational business education are much in demand among adults for: (1) They need courses appropriate for entering a new occupation that requires skills, or, (2) they select courses that would help them to refresh or update skills and knowledge related to their present employment.

Typically, courses needed by adults in the above categories fall within the framework of higher secondary curriculum. They include courses related to Accounting, Typewriting, Shorthand, Office Practice, etc. Some other courses which are gaining popularity relate to Banking and Insurance, since many new avenues are now available in these two areas. The fact that many girls are now interested in it, adds a new dimension to business education. Therefore, while planning an adult business education programme care should be taken, as pointed out by Cooley (1979), that the goals of preparing individuals for job entry and for retaining and up-grading

are legitimate and will continue to contribute to the major thrust of adult business education programme in the foreseeable future.

Business Education for Everyday Living

Today there is a need to design the business programme in such a way that it would help citizens, young and old, to stem the tide of an ever-changing complex society. Not enough emphasis has so far been laid on this aspect of business education. Perhaps the assumption is that people in general get enough incidental knowledge related to business oriented society. It is, however, seen that an increasing number of people are facing problems more than ever before, with regard to such areas of knowledge as budgeting the income, keeping records for tax payment and its calculation, methods of savings, securing maximum discount in the present economy and knowledge about banking, insurance and post office services. Business educators should cater to these problems of the adults and plan need-based package courses for all members of the society.

Economic Education

A large number of people in our country have little or no knowledge of how to cope with the challenge of living in the present society. People are not able to deal intelligently with economic matters. The problems of inflation, energy, black marketing, etc., are some of the main economic hurdles today. People, without understanding the problems, are trying to politicize them to get public support.

Therefore, it is essential that there should be some agency to educate the youth and adults about it. Such a programme should be able to develop cor-

rect economic understanding, explain the Government attitude towards the problem and disseminate information about the actions being taken by the Government and other agencies. Business educators are well equipped for it. They can offer economic courses or teach economic concepts in the existing business courses. They can further inspire adults in economic matters by offering short courses on managing inflation, understanding and conserving energy resources, production and distribution channels, and also about human resources.

Consumer Education

It is often difficult to make a wise choice with regard to the items we consume. As a consumer, most of us would have been cheated some time or the other. This is why people talk of consumer protection these days. Generally, people lack knowledge about what, why, and how much to consume. Today, it is necessary that consumers should have sufficient knowledge about the quality and the price of the article they are going to purchase.

Jelley (1976) raised three issues about consumer education. These are : (1) should consumer education be a separate course or a part of other courses ? (2) who should teach consumer education ? and (3) what should be taught ?

If the three issues are analysed with regard to our needs, it is felt that consumer education can be offered either as a separate course or as a part of some other course like business education or home science education. Nothing has been done in this direction to protect the interests of consumers. So far as the second issue is concerned, it should be a collective

effort of educators in the fields of business, home science and economics. The third issue, that is, content areas to be incorporated in such a course is very important and should be taken up by a group of able educators. A few areas related to such a course may be consumer resistance, consumer protection, selection of items for consumption, deciding about the price of the articles, reading and understanding advertisements, etc.

Conclusion

Thus, adult business education programme has tremendous importance. The success of such a programme will depend upon the perception of the needs of adults. Selden and Nichols (1977) commenting on this important issue said, "Presently business educators need to re-think the role that business education plays in an adult education programme. In addition to providing courses that emphasize skills needed for entry level employment, a complete business education programme should include enrichment courses for adults who may or may not have taken a specific skill course."

If we analyse the condition of adult business education in our country, in the light of the above comments we find that nothing concrete has been done in the field. Our problems are many and varied. The needs of rural adults are different from those of the urban ones. Therefore, a variety of short courses should be developed according to the needs of the individuals of the area. For designing such courses, the new innovations that are coming in the higher secondary school course may also be

taken care of. A similar recommendation was made by Cloyd (1975) when he stated that "innovations in secondary school course offerings and the training of students for occupational competency by business teachers have shown over the years an awareness of the needs of the business community." He goes on to say, "the trend has been to incorporate in the curriculum those knowledges which the business community requires in the business graduates."

Employment opportunities for people in business occupations are growing fast. It has been noted in the past few years that the demand for stenographers, secretaries, and accounts and general clerks has been increasing steadily. Business education, therefore, should develop innovative courses suited to the needs of business, industry and the Government.

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Impact of Motivational Aspects of Attendance in Adult Education Centres : A Case Discussion

Gomathi Mani

MORE than three years have elapsed since the National Adult Education Programme (NAEP) was launched in India and still attendance in most of the adult education centres is far from satisfactory. It is ironical that the vast majority of illiterates for whom the programme is actually intended have not shown any eagerness on their own to demand and acquire adult education. Our past experience has clearly shown that the success of a large-scale programme of this nature depends very much on the motivation, preferably in-built, of the target group and the functionalities associated with the programme at all levels. If we want to prevent the present campaign from meeting the same fate as our previous attempts to spread literacy, motivation of the right type is crucial. But motivation should not be aroused artificially or improperly with an attitude of anxiety for the success of the programme.

Adult education is completely different from formal and child education. Adult learners are more mature and have adequate adventurous experience acquired through the different roles they play in real life. Hence, the adult educator should not treat them as children but only share his experience with them on a mutual learning basis. Otherwise the adult learner would be seriously demotivated.

Attitude towards Literacy

According to the illiterate's viewpoint, literacy is something which he would never master fully and which has a very limited utility only for those who want to escape from manual labour. First of all he should be made to realise that literacy is not just the traditional three Rs, that is, reading, writing, and arithmetic but the modern three Hs, that is, the head, heart and hand, thereby meaning knowledge, attitude and skill. He should also be convinced that literacy which is functional, actually includes simple skills that are relevant to his life and can be learnt very easily, within a short time.

The author was in charge of nine rural adult education centres in the Villiwakkam Panchayat Union, Madras, run by the Department of Adult and Continuing Education, University of Madras as part of NAEP during 1978-80 and as a result had an opportunity to conduct a study of the different types of motivating factors which attract learners to the adult education centres. It was found that motivational pattern was different under different conditions depending upon the learner's sex, age, occupation and interest, and hence there can be no universal prescription for motivating all adult learners.

Table 1
Villages and the Places where the Centres were set up

S. No.	Name of the village	Men/Women	Place where the centre was set up
1.	Nerkundram. (N.K.)	Women	Public Library
2.	Nulambur. (N.L.)	Men	School
3.	Ramapuram. (R.P.)	Combined	School
4.	Vanagaram. (V.N.)	Men	School
5.	Chettiaragaram. (C.A.)	Combined	School
6.	Valasarawakkam. (V.W.)	Men	Veranda of the Panchayat Union Office
7.	Velappanchavadi (V.C.)	Men	School
8.	Velappanchavadi. (V.C.)	Women	Veranda of the Animator's house
9.	Maduravoyal. (M.V.)	Women	School

Of the nine centres, three were for women, four for men and the remaining were co-educational. The physical facilities, such as, accommodation, seating arrangements and lighting were adequate in the panchayat union schools, but the other four places, such as, the library, the two verandas of the panchayat union office and the animator's

house, and the Mahalir Mandram lacked even the minimum facilities required which in itself was a demotivating factor in the initial stages.

In the villages where an atmosphere of enthusiasm for adult education was created through community co-operation the initial enrolment was 30 and

Table 2
The Initial Enrolment, Age Groups and the Average Daily Attendance of the Learners in the Nine Centres

S. No.	Centre	Initial Enrolment	Age Group	Average Attendance
1.	N. K. (W)	25	12-25	15
2.	N. L (M)	30	18-40	22
3.	R. P. (C)	30	17-39	18
4.	V. N. (M)	30	18-36	15
5.	C. A. (C)	22	19-38	15
6.	V. W. (M)	28	17-25	14
7.	V. C. (M)	30	16-37	24
8.	V. C. (W)	16	14-29	11
9.	M. V. (W)	14	12-20	12

W—Women. M—Men. C—Combined.

in other centres where community participation was lacking the enrolment varied from 14 to 25 respectively. But even to retain these learners in the centres, motivation had to be created depending on their interests.

Role of the Animator

To be effective and successful, adult education classes must be conducted by efficient, dedicated, and responsible animators. He/she must belong to the same community and the same economic strata as the learners, to facilitate emotional identification with them. He should be a resident of the village and should identify himself with the learners' living conditions to decide the kind of motivation required. He should inspire learners with his sincerity, punctuality, regularity and systematic and orderly management of the class. If these requirements are satisfied, the qualification can even be diluted. But it should be compensated with adequate orientation and training to make him understand the concept, philosophy, methodology and strategy of organising and conducting adult education centres. This training must be given at the commencement of the programme itself in order to enable him to perform his duties satisfactorily. In-service refresher courses should also be organised for updating his knowledge and techniques.

At the Nerkundram Women's Centre, the animator was of the right type and through her correct approach could maintain the attendance. Though her qualification was only S.S.L.C., and she had no experience in teaching, she was the resident of the community, and had the required commitment to the job. She was unemployed, and very much interested in adult education. Her enthusiasm spread like infection and she

was able to maintain the average attendance of 15. She was not only regular but also used a variety of methods like role play, singing and playing games. She also celebrated national and local festivals in addition to taking them to sightseeing tours for which they contributed.

Games and Sports

As the learners at the Maduravoyal Women's Centre belonged to the younger age group, games and sports, and story-telling served as motivators. The animator conducted games occasionally and distributed prizes to the winners. Story-telling and singing were used as methods of teaching. Sight-seeing tour of the city was an added attraction.

Skill development

The women learners at Velappanchavadi were not satisfied with mere literacy and numeracy but demanded some skill development. Their first preference was tailoring. As sewing machines could not be provided due to lack of funds, leave-stitching was introduced which fetched them Rs. 2 a day. The attendance, however, was only 11.

Media Approach

The centres at Ramapuram, Valasarawalkam, Chettiaragaram and Vanagararam had community television sets which enabled the learners to see Tamil movies on Sundays, adult education programmes on Tuesdays and Thursdays in addition to other programmes of their interest. Being a novel and attractive medium, it naturally motivated the learners. Also, local co-operation at the Ramapuram centre was the maximum and the local Kabadi team even financed the celebrations of festivals and the tours conducted.

Functional Literacy

The learners at the centre at Nulambur were employed in a brick-making industry. They were eager to learn to sign their names, write leave letters and fill application forms. At the end of the period they not only wrote leave letters but also wrote letters to us. This was the main in-built motivating factor though the centre faced the problem of poor lighting.

Conclusion

Based on the above experience, the author feels that the animator who is the backbone of the success of the pro-

gramme, could be motivated by better remuneration. Also, the amount spent on training should be increased so that the programme can be practical, functional and of longer duration. Much still remains to be done in the field of awareness which should occupy the foremost position in an adult education programme. Also, provision for buying a petromax light, which costs about Rs. 200, should be made for centres which have no electricity. For, till the in-built motivation is developed among the learners through the realisation of the adult education in their lives, the success of the programme will depend on the provision of such physical motivating factors. □□□

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

REPORTS FROM SRCs**SRC, Jamia Millia Islamia, Delhi***Multi-media Package for Education*

The State Resource Centre for Adult Education of the Jamia Millia Islamia has started functioning under the guidance of the Vice-Chancellor, Mr. A. J. Kidwai. Recently it organised programmes based on dramas in Madangir and Okhla village to create awareness among the community about rationing. Another objective was to involve the community in the educational programme being organised in the area. This is the first time that a university in Delhi has gone to the community for involving them and securing their cooperation in educational programmes.

The Resource Centre is preparing a multi-media package for creating social awareness and community consciousness with a view to assisting people in their

own education and in solving their problems.

Training for P.Os and Supervisors

The SRC organised a one-week training programme of Project Officers and Supervisors of Adult Education Programme run by the Directorate of Education, Delhi Administration in New Delhi. About 30 officers attended the course.

The objective of the course was to give these officers practical competence in some of the areas of their work and broaden their horizon of knowledge regarding some local and national issues. It also helped to improve their communication skills and enabled them to deliver their ideas more effectively.

The course was inaugurated by Shri S. Ramamoorthy, Joint Secretary, Union Ministry of Education. He said that the training programme being organised by

A. R. Deshpande Passes Away

We deeply regret to record the death of Shri A. R. Deshpande, former Vice-President of this Association, on May 8, 1982 at Nagpur. He was 81.

Shri Deshpande started his career as an advocate. Later, he joined the judicial service of the then Government of Central Province and Barer in 1929. He became additional District and Session Judge in 1946.

Shri Deshpande was Deputy Director of Public Instruction in Madhya Pradesh in 1948. He became Special Officer (Social Education) for the Community Project Administration of the Government of India in 1952. He was Director of National Fundamental Education Centre from 1957 to 1960. Shri Deshpande was Honorary Adviser on Social Education to the Government of India from 1961 to 1966.

He was Vice-President of IAEA

during 1959-60 to 1974-75. He presided over the All India Adult Education Conference of the Association held in Mysore in 1967. He was awarded the 'Nehru Literacy Award' for promotion of literacy and social education in the country in 1977.

The Association organised a condolence meeting in New Delhi on May 15, 1982 in which the following resolution was passed :

"The meeting of the Indian Adult Education Association in Delhi places on record its deep sense of shock and sorrow on the very sad demise of Shri A. R. Deshpande, former Vice-President of this Association on May 8, 1982 at Nagpur."

In his passing away the country has lost a creative thinker, an eminent adult educationist and a great poet.

The Association deeply mourns this loss and conveys its heartfelt sympathies to the bereaved family".

the State Resource Centre will help the participants in their work and enable them to organise adult education programme more effectively. He welcomed the initiative taken by the State Resource Centre to make use of traditional and modern media of communication to spread knowledge and information, and expressed the hope that the State Resource Centre of Jamia Millia would be a pace setter and provide a model to other State Resource Centres.

Earlier, the Vice-Chancellor of the university, Mr. A. J. Kidwai said that adult education was essential for all-round development of the community and the SRC would assist the Delhi Administration by using all the facilities available within the university, and would utilise the oral and visual modes of communication to spread knowledge, social awareness and information. He pointed out that recreational and cultural activities were an essential ingredient of adult education programme.

Shri A. H. Khan, Hony. Director of the State Resource Centre in his report said that the centre would experiment with a number of approaches to solve the problems of adult illiteracy. He suggested that we should undertake a short-term programme of imparting the basic skills of reading and writing, followed by a long-term programme of continuing literacy education for those who discover their potentialities in the short-term drive. The latter, he said, will take place in Adult Schools which will provide education equivalent to the primary Vth standard.

Shri B. R. Vyas, Additional Director of Education proposed a vote of thanks.

The training programme was divided into six areas of study: broadening the horizon of knowledge, developing prac-

tical competence in certain areas of the work of the participants, individual learning, some practice in developing objective and critical thinking and communication skill of the participants, and learning from the participants. Some of the national issues discussed were population education, environmental education, national integration, simple laws for the common man, science for the masses and Government assistance to the common man. Extensive use was made of audio-visual aids and a "Street Corner Play" was also enacted. Among those who led the discussion were Dr. Zahoor Qasim, the famous scientist, Dr. Habib Kidwai, Prof. B. S. Parekh, (NCERT), Prof. R. P. Singh (NCERT) and Dr. Dharm Vir, Joint Director, (Education) International Cooperative Alliance. The Vice-Chancellor, Mr. A. J. Kidwai distributed the certificates.

The concluding address was delivered by Mr. Anil Baijal, Director of Education, Delhi Administration. He emphasised the need for opening more ladies' centres and evolving a new curriculum suited to their needs. He expressed satisfaction that the State Resource Centre was experimenting with the use of traditional as well as modern media of communication and hoped that folklore would be given importance. He suggested that the present Adult Education Programme should be followed by continuing education programmes.

New Plan

The State Resource Centre has decided to start experimental adult school, leading adult learners upto standard V. It has also decided to launch a literacy campaign by mobilising the resources of all the developmental departments and voluntary organisations in selected areas of Delhi. The SRC has also planned a Writers' Workshop to prepare awareness

material on the new 20-point programme of our Prime Minister.

Continuing Education—Priorities in Programmes

IUACE Seminar in Chandigarh

Prof. R. C. Paul, Vice-Chancellor, Punjab University, Chandigarh said that life-long education is already accepted as a concept, a form of behaviour and as a philosophy. The goal is human development which is possible through extension of educational and learning opportunities to a greater number of people. The value of learning has to be interwoven into the social, political, economic and cultural fabric of individual, family and civil life. Learning opportunities have to be democratized and made available to all so that education is not a segregated activity. Prof. Paul was inaugurating a two-day seminar on 'Continuing Education—Priorities in Programmes' organised by Indian University Association for Continuing Education at Punjab University in Chandigarh recently.

Mr. J. D. Sharma, Hony. Secretary, IUACE in his keynote address, identified the categories which needed immediate attention through continuing education. These, he said, comprised illiterates, and those living below the poverty line and under-employed in rural areas. He pleaded that extension services be linked with regular curriculum of universities.

Dr. A. K. Dhan, Vice-Chancellor of Ranchi University, in his presidential address said that no development was possible unless all sections of the society developed.

Taleem Ghar Organises Adult Education Conference in Lucknow

The All India Taleem Ghar, Lucknow organised an Adult Education Conference and a Seminar in Lucknow on April 4 and 5, 1982. Smt. Sheila Kaul,

Union Minister of State for Education, presided.

Smt. Kaul, in her address said that education of adults was essential to enable them to have a progressive outlook towards their family.

Smt. Kaul said that the Government had decided to provide compulsory elementary education for the age group 6-14 within the next ten years and added that Adult Education would help in changing the attitude of the people towards the education of their children.

Smt. Kaul said that the Government had earmarked 128 crores for Adult Education in the Sixth Five Year Plan. The voluntary organisations would also be provided funds to undertake this programme. She also emphasised non-formal education programmes for school drop-outs of the age-group 6-14.

Smt. Kaul concluded that the problem of motivation in adult education could be solved if the teachers were dedicated and had a missionary zeal.

Shri Hyatullah Ansari, Secretary of the Taleem Ghar said that education should be provided to adults in their own mother tongue. Shri Kashinath Mishra, Minister for Information and Broadcasting, Government of Uttar Pradesh, in his address said that the pace of the country's development would become faster if properly developed adult education programmes were organised. Schools should be utilised for adult education work, he added. He said that literacy education to adults should at least enable them to read newspapers.

Shri N. N. Singh, Minister of Education, Govt. of Uttar Pradesh, addressed the participants of the Seminar on April 5, 1982. The Seminar discussed the problems of motivation and drop-outs in adult education programmes.

Shri J. L. Sachdeva, Documentation Officer, IAEA attended the Conference and the Seminar on behalf of the Association.

You Can Do It

'You Can Do It' is the title of a film produced by the Directorate of Adult Education (DAE), New Delhi recently with the primary intention of motivating the grassroots-level adult education functionaries, especially the instructors, to use their own ingenuity and skills for enriching the adult education programme at their centres.

This 16 m. m. film in black and white with a duration of about 25 minutes was released by the DAE in September, 1981. It is directed by James A. Beveridge, UNESCO consultant. The film, shot in Aurangabad, is in Marathi. However, commentaries in English and the regional languages of the country would also be available.

The film is, in fact, a documentation of the workshop organised by the State Directorate of Adult Education, Government of Maharashtra in Aurangabad for preparing simple and inexpensive teaching-learning materials to be used by adult education instructors. The film also makes an attempt to show how the instructors can use such materials for imparting literacy and numeracy skills and developing awareness of health and social problems in the adult learners.

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PREPARATION OF ADULT EDUCATION TEACHERS : METHODS AND CONTENTS

(Contd. from page 20)

knowledge and research should be able to supply to the field the necessary know-how for the good of the layman.

The voluntary organisations and workers should be given proper incentives to gear up their activities in the right direction. In due course of time a separate cadre of adult education workers could also be created with a proper recruitment and career structure.

There is also a need for expansion and research work into the various aspects of adult education.

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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 several UNESCO publications. The Indian Journal of Adult Education, a mouthpiece of the Association, is the only one of its kind in the country.

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

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—Binod K. Sinha
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—Suman Bhatnagar and
S. L. Mathur

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Evolution of Complexity and Adult Education

Our generation is living in a state of continuing and growing complexity, quite often of a disturbing and vexing variety. This is often thought of the inevitable evolution we are passing through.

The idea of evolution at the conceptual level is a "gift" to mankind from the 19th century science—thanks to Darwin and his contribution to scientific thought.

We almost invariably accept with axiomatic certitude that the world is evolving—moving forward and upward. There is an ascribed value content or orientation to the change involved or envisaged in the kind of evolution we are in. Seldom do we reflect, however, on the nature of evolution itself and its growing complexity, especially as it impinges on development in general and education in particular.

The idea that change is inevitable often produces two kinds of mental and attitudinal stances in us—(1) to prepare for it and adjust to it, and (2) to accept the inevitable in the change process. The latter is done in a mood of acquiescence as something bound to happen any way. The important thing to note, however, is that change in considerable measure is manipulative and human intervention can be part of evolution. In the last few decades, the assumed mechanical direction of evolution is being seriously questioned. Human intervention and evolution have in a sense become fused.

In this situation, there is the phenomenon of complexity experienced over time. First of all, there is the growth in number and size of things. Then interaction pattern between man and society is becoming more difficult. Personal intimacies are disappearing to make people more impersonal, family is not being able to carry the burden of its own numbers or sustain its viability as an economic unit, production patterns and systems that sustain society seem no longer to be in a steady state or even relevant.

There are two inter-related elements or aspects in the evolutionary process that have a bearing on education and development :

(1) Challenging complexities are not so much observed in situational difficulties but in the internal dynamics that govern the minds of people. These have to do with attitudes, feelings, values, the whole realm of being and culture.

(2) Between observed and situational complexities and the invisible complexities, there is an invisible and potent bond.

Our preoccupation in development including adult education has been with the external difficulties and not with the inner realities. Bridging the hiatus between the two for programme purposes is one of the biggest challenges of adult education. In the evolution of complexity in society, man has been more of a creature than a creator. He has to be more of a creator than a creature. Therein lies hope for himself and what he does.

Health Education Programme for Adults : Some Guidelines

D. Verma

HIGH morbidity and high mortality, particularly among infants and children, are an index not only of a community's low health level but also of inadequate health education. A great number of diseases could be prevented with little or no medical intervention if the adult members of the community were adequately informed about them and if they were encouraged to take the necessary precautions in time. Prominent among these are most communicable diseases, nutritional diseases, developmental diseases, and diseases preventable by immunization. Health education is particularly needed where the network of services is weak ; there people must learn to protect themselves from disease and to seek help if they need it.

Efforts in health education have often been limited to giving information dogmatically, as if this alone would bring about a transformation. Inevitably, the outcome has been disappointing. The pattern of existing resources—economic, human, and cultural—has been forgotten, and basic principles of educational planning have been ignored, and this too has contributed to health education's failure among adults.¹

Whenever a health problem exists which concerns adults, there also exists a potential opportunity for adult health education. Adult interest in health stems from a variety of circumstances,

such as, family life problems, adult health problems, problems related to effective participation in community affairs. Most of these problems do not require formal schooling for their solution. An understanding of adult learning patterns, adult psychology, and social behaviour is all that is needed to tackle most of them. Let's consider a few examples :

All adults, especially young and prospective parents need an understanding of child development and maturation as something infinitely more complex than the mere accretion of years, inches, and ounces. They require education in the physical, intellectual, emotional and social needs of growing child and in the ways in which family life can meet these needs. They require an appreciation of what changes the advent of children will bring to their own activities and interests. Only a small minority of such parents are likely to attend formal lectures in schools, but many would come to well-planned centres with clean, bright rooms, instructive models, and opportunities for private consultation and group discussion. It is useless for health educators to bemoan the difficulty of "getting at parents" ; parents do not want to be "got at", they must be enticed by the provision of facilities which are irresistibly attractive.

Prospective mothers, naturally require special attention. Countless

thousands still go through pregnancy without ever really understanding what is happening to them, and too many doctors and midwives still seem content that this should be so. Yet it has been demonstrated beyond serious doubt that, by adequate preparation, child birth can be relieved of much of its fear and pain. We cannot rest until all mothers, in addition to the normal ante-natal attention which they have hitherto received, are given a much fuller attention for motherhood. We must look forward to the day when at all clinics and maternity hospitals such aid is given as normal thing, and the expectant mother finds also someone to help her with her domestic problems and difficulties, someone to give wise advice on the simple hygiene of pregnancy, some attractively presented information on diet and clothing and the like, and facilities for browsing through simple books and viewing visual displays.

Once the baby is born, new problems arise requiring different educational techniques. Health educators may now concentrate on such matters as breast feeding, diet and minor child ailments. There are, however, other matters on which education is equally important. Health educators could do much to inculcate a general understanding of the principles of child growth and development. And very often, mothers would be most grateful for advice on early child vaccination, contraception and family planning.

Adults may also be reached at their places of work in order to educate them about the hazards of their jobs and ways to escape these. Each occupation has its special health hazards and thus requires its own specially devised health education programme.

For example, in an area with underground workers, it would be necessary to give particular attention to education relating to respiratory diseases (including Tuberculosis and Silicosis) and heart diseases. Workers engaged in the manufacture of clay wares and pottery are specially liable to bronchitis and allied complaints, as are dock labourers, cotton workers and stonemasons. The details must be worked out on the basis of an analysis of the occupational distribution of each local community, but it seems in general an intelligently devised health education programme must take account of such facts and must devise ways of reaching each special occupational group.

It must be emphasised here that a healthy adult does not need expert medical knowledge to maintain his fitness and lead a healthy life. What he wants is a sound knowledge of basic health principles: he must know the capabilities of his own body, how to use his reason, and have available an occasional word of advice on personal problems that arise. To this end, a carefully prepared programme of health education using the most basic instructional techniques and simple mass media could best be put to use as demonstrated by a number of research studies in recent years.³ The use of simple mass media (radio, wall posters, booklets, etc.) was found to have great impact on people's adoption of new health or diet-related modes of behaviour. A review of such studies, recently undertaken in Kenya, Tanzania, Senegal, Haiti, Guatemala, and India is provided by Joanne Leslie of the John Hopkins school of Hygiene and Public Health. She states:

"In general, the review of these projects suggests that when (1) a

specific health or nutrition message has been designed, (2) there is a reasonable expectation that target audience could modify their behaviour accordingly and (3) there is a reasonable expectation that this modified behaviour could bring about an improvement in the health or nutrition status of the community, the mass media provide a relatively rapid, inexpensive and effective means of disseminating health and nutrition education."

Evidently, mass media plays a significant role in health education. Nevertheless, it is essential that health education messages must be developed around sound educational principles. Here are several principles of educational planning that seem to be sound and especially adapted to the field of adult health education :

Programmes should be based on the need and interests of people Adult education programmes are justified only to the extent that they serve the wants of people. Adults seek further learning when they need help in solving problems of personal, family, or community living. In adult health education the focus should be on the health problems of particular individuals and groups, not on the subject matter as such.

Programmes should reach the people wherever they are Most adult-education is conducted on a voluntary basis. People cannot be forced to attend classes, listen to the radio, or participate in community projects. The greatest number will be served if programmes are taken to people where they are, as in their homes, meeting places, religious establishments, and at times when the people are most likely to be responsive.

Among the most successful programmes are those on topics requested by organized groups and scheduled at times and places chosen by the groups. People not in organized groups can be reached by other means, such as, home visits, newspaper, and radio.

The people themselves should share in programme planning Those for whom a programme is intended should have a part in deciding what the programme will include. Participation of the people in programme planning has a twofold value. In the first place, the programme for a particular group better fits the needs and interests of the group when members have had a chance to suggest what they want. In addition, members who have been involved at the planning level usually feel that they have a stake in the programme and are more likely to take their share of responsibility for its success.³

Adult health education should be an integral part of the total community health programme Health education for adults cannot function in a vacuum. Its substance comes from the health problems of individuals, families, and communities ; its strength, from co-operation in community-wide efforts to meet these problems.

Adult health education should be an integral part of the total adult education programme of a community As stated before, adult education programmes are directed towards helping adults solve problems of living. Health problems are inextricably related to larger problems of living and often can be treated more effectively in their broader relationships. Moreover, the use of personnel and facilities, which have been established to promote and carry out adult education, for adult health education, would make the

efforts directed at the latter more organised and economical.

Leadership of high quality should be provided Health education, which is so intimately related to matters of life and death, must be in the hands of competent leaders. Those who teach adult groups must be equipped with sound health facts and must know where to turn for technical help to supplement their own background. Like all other leaders of adult groups, workers in adult health education should be skilful in group leadership; and lastly

Programmes of adult health education should point towards action Health education programmes would have fulfilled their purpose only when they have helped people to solve their health problems more effectively. Programmes which provide for participation in problem-solving situations are more likely to succeed than those which deal only with the presentation of health facts.

Conclusion

The purpose of this article is to emphasize the need for health professionals to consider the many aspects of adult health education. Health education messages must be developed around sound educational principles, but messages or instruction alone do not effect behavioural change. Reinforcement for following the instruction given through the media is also necessary, and for that, principles of adult psychology must be employed.

Many of the ways in which the health education of adults can best be

furthered are not less valuable because they lie outside "education proper"; taken as a whole, available opportunities and sources of help come to much more than is often realized, and the remarkable progress of recent years reflects not only all the research and discovery that has been going on but also the good sense and willingness to learn about ordinary men and women.

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Adult Education for Tribal Population

Binod K. Sinha

SOCIO-economic development of minority language groups, among other things, implies enabling them to rapidly adjust to a way of life which is technologically more complex than that which the group has previously known. One can very well assume that in such a development, cultural changes are inevitable, but then, these should be, as far as possible, gradual and the result of conscious choice on the part of the minority group, rather than sudden and the result of deliberate or unintended pressure from outside the group.

In India, where multiple languages and cultures coexist, the notion of one

dominant language for imparting literacy may become counter-productive, leaving many adults illiterate in their native tongue and keeping the achievement level low in the dominant language itself. A pragmatic and ethnologically sound educational strategy which recognises linguistic and cultural pluralism as a strength to build upon rather than as a handicap to further learning, has to be developed, if it is to be relevant to the existing realities.

The focus in this paper is predominantly on preparation of learning teaching materials for the tribal areas. However, it is obvious and natural that it cannot be discussed in isolation, without touching upon the other two areas, namely, planning and implementation of the adult education programme for tribals.

All of us are familiar with the components of the Adult Education Programme. The draft outline does not discuss in detail the language policy to be adopted for the people with a minority language as their mother tongue and almost nothing for the tribal communities, having distinct linguistic, cultural and socio-economic problems.

Scene I

Karia (a Munda tribal youth residing in a remote village of Ranchi) picks up his primer written in chaste Hindi. Proudly, he demonstrates his reading ability to his illiterate father and elder brother. They sit in amazement and admiration. "Tell us what it means in our language!" they ask excitedly.

Sadly, Karia turns away, "But I don't know!" he responds in frustration.

Karia is rather an exaggerated example of many in the tribal communities exposed to the adult education pro-

gramme in Bihar. They comprehend only part of what they read. Many times what they read does not really make any sense to them. They can't communicate their thought, feeling, skills in the newly-adopted linguistic code. They have learnt to pronounce (or decode) the written word, but most of the time they cannot understand it. Only the exceptionally bright among them succeed to comprehend what they read.

Scene II

A project officer, along with the supervisor (both from the Hindi/Bhojpuri speaking area) visits a centre. The centre has already run for seven months: the learners have supposedly completed their primer ('Pehli Kiran'). The project officer asks questions in chaste Hindi. No answer comes from the learners. They utter a few unintelligible words. The instructor nods. The project officer also nods. The instructor asks a few questions in the learners' mother tongue. They all respond in unison. The instructor decodes and expresses in somewhat broken Hindi. The project officer smiles. The supervisor in-charge of the centre beams with joy. Neither the project officer nor the supervisor can directly communicate with the learners. Most of the time they take the help of some sort of sign language, some gestures and lot of common sense.

Well, the two scenes are real and try to depict the state of Adult Education in the monolingual tribal areas of Bihar. The participants are confronted with an educational scene, wherein the content, method and medium, all are alien and consequently there is little interaction between the functionaries and the participants.

Language is both the cause and the symptom of an inefficient educational system. In many cases, language is only an indirect cause of low social status and minimum opportunity, and therefore, discrimination. However, a person or community is hated and discriminated due to a host of socio-economic reasons. In such circumstances, language difference is used as a mere excuse. The discrimination would exist even after the language barrier has been removed. In such a situation an integrated approach to societal planning and educational planning must be made to end social discrimination and language deprivation.

The role of the language used for imparting literacy in relation to the goals of the NAEP, needs to be studied in depth.

"...literacy is like money. If you have much money" and there is nothing you can buy with it, the money is useless. Literacy is useless if you cannot communicate through it with other people. You see, if you have much money in foreign currency which cannot be used in your country, that money is useless. The same is with literacy in a foreign language in villages like ours. Literacy in a foreign language is like foreign currency. Both are useless, or at least almost useless."

The above statement is the reaction of a neo-literate who has undergone a literacy programme in an alien language.

The choice of the language for imparting literacy and education poses a problem with regard to multilingual communities. Language Policy—and planning for it—must become an integral part of the educational goal, and social and cultural development strategies.

The fact is that our mother tongue is

rooted deep into our personality. It is the medium in which we have evolved our most deeply-ingrained modes of interpreting the universe in which we live; and our capacity for human relationships, our ways of perceiving, understanding and mastering the phenomenon of our everyday existence are shaped and coloured by it in countless ways of which we are seldom aware.

Educationists, linguists and other social scientists strongly believe that mother-tongue is the most suitable for imparting education, as it aids concept formation and promotes creativity. When we look at the objectives that the Adult Education Programme aims at achieving, it becomes more pertinent to consider imparting literacy and education in the language of experiences that the adult has undergone, that is, more or less his mother tongue. This concept gets more consolidated when we consider the linguistic and educational policy adopted in the North Eastern region of the country, and the implications of the discrepant nature of the development experienced by the tribal societies, which has been indicative of a serious situation of cultural crisis. One of their widespread concerns and preoccupations—'to be able to retain their distinctive identity'—has been seriously jeopardized in the process of progress.

Language and culture are closely related. Language mediates between the individual and the culture of his community, because it is largely through language that he acquires the cultural patterns of the thought and behaviour of his community, it is through language that he would express those patterns, extend and expand them. There is definitely a close relationship among the social system, language system and cultural system of a community, and planning of a language policy for the

Adult Education Programme must fully take into account this fact, including a bilingual model of literacy and education where the learner participant moves from his mother tongue to the language of wider communication/administration and power; a model that would enable him to cater to enlarging concentric circles of communication, ensure access to social rank, status and mobility, enlarging job opportunities, enlisting participation in the process of governance and economic development.

This requires adoption of an effective educational strategy which first attempts to foster the cognitive development of the learner through the use of the language of community's experience, and then facilitates a smooth transition to the mainstream.

A bilingual educational strategy of this kind in NAEP demands certain commitments, and requires certain preparation before, during and after the execution of the programme in the fields of (a) material production (b) training of the functionaries (c) evaluation and (d) administration.

Material

A script for the unwritten mother-tongue should be so devised that a smooth transition can be facilitated when one moves to the dominant language/languages of wider communication. For example, for Bihar and Madhya Pradesh it can be Devanagri script, for Bengal it can be the Bengali script, and so on.

A Suggestion

	MOTHER TONGUE	+	OTHER TONGUE
Phase I	75% (Written)	+	25% (Oral)
Phase II	50% (Written)	+	50% (Written)
Phase III	25% (Written)	+	75% (Written)
Phase IV	50% Post Literacy (Reading Materials)	+	50% (Written)

Functionaries' Training

Bilingual educational strategy presupposes special efforts in terms of men, methods and materials. At least, both the instructor and the supervisor should be well-versed in the native tongue. Emphasis on oral/conversational teaching, situational teaching, judicious use of code—switching from the mother tongue to other tongue and vice versa—should be an integral part of the training programme.

Evaluation

This involves evolving of special measurement tools for evaluating cognitive, linguistic and communicative skills in mother tongue and other tongue. Experimentation and research are also required to ascertain whether bilingual education is yielding better results than monolingual education. Comparison of experimental groups with control groups can also help in strengthening the programme and in formulating other effective strategies.

Administration

Administrative support is vital. This also entails commitment. The administrative set-up must know how to utilise the services and resources of the institution and individuals, including specialists (educationists, linguists, anthropologists and social scientists).

One of the major goals of the NAEP is to convey a multitude of multifaceted information of immediate relevance to the common man, to induce in the masses critical thinking and to generate group interaction among them to make them effective and productive communicators. The kind of confidence and competence they require to overcome their handicaps and improve their economic condition demands suitable 'communication strategies'. Our literacy component does not much care about this aspect of language and communica-

tion which is particularly relevant for the tribal population. In order to achieve the above-mentioned objectives, the curriculum must consider: creating an objective need in the participants for using the language for intellectual operations; creating the capability in them to articulate their ideas and views in the company of their fellow professionals; acquiring competence to make appropriate responses in varied social settings; to question, to interpret and to express themselves clearly.

The Role of Lingua-franca

We have not given adequate attention to the existence of Pidgin and Creole languages, which are important not only for our understanding of languages but also because they are significant to the lives of millions of people. What is important is the historical circumstances and socio-economic needs that give birth to the Pidgins and Creolized languages.

In the major parts of the Chotanagpur districts 'Sadri' is widely spoken and understood. This dialect, which is also known as Sadri Panchpargania or Nagpuria, is still in the state of being evolved and presents itself as the only lingua franca—inter-lingual and intra-lingual patterns—for communication between tribals speaking different languages and between tribals and non-tribals.

This lingua-franca and others in the districts of Santhal, Parganas and Singhbhum must be widely studied, their potential as an effective medium of inter-lingual and intra-lingual communication must be analysed in depth, as these can prove to be an effective language medium amid the tribal population of Bihar, which is in the state of transition and is gradually being exposed to the outer world. □□□

Thoughts on Adult Education

Asoke Sen

A political revolution gave us independence in 1947, but we are still far away from a social revolution which can liquidate poverty and illiteracy and create a new social order based on social justice. This revolution will not be possible unless it is preceded by an educational revolution that will build up an educated and enlightened nation with a new look on life and society.

During the past thirty years the Indian education system has grown four-fold. But if the progress is judged in terms of Article 45 of the Constitution, it would give us a very incomplete picture, as growth in the over-all literacy rates of men and women has been below expectation. A developing country like

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India can hardly hope to make progress with 70 per cent of its adult population illiterate.

Role of Adult Education

The new pattern of education is to be set against this background. Education today is conceived not merely as a formal discipline having no relation to society. It is a social product, a vehicle of social change. Hence it seeks to bring education and economy under one plan and organize manpower to its best in relation to economy. That is how education can be broad-based to reach the masses at all levels.

The World Conference on Literacy held at Perspolis in 1975 clearly laid down that "success in a programme of literacy linked to man's fundamental requirements, ranging from his immediate vital needs to effective participation in social change, was closely connected with national/political will". It is political will which can accord the rightful place to adult literacy and non-formal education and give them a status equal to formal education. That will make education worthwhile not only for the poor and deprived classes, but for formal education itself.

The Challenge

It is a happy sign that the present government has moved with the times and taken up the challenge in that spirit. It has launched a massive adult education programme to educate 100 million people in the age-group 15-35. A mass movement for adult literacy would obviously involve the principle and process of continuing education.

India has 29.34 per cent literate people with 23.60 per cent inhabiting the rural areas. Of them a vast number are adults, or above school-going age, and they are not likely to join any kind of schooling. Besides, most of the

children on school rolls drop out before completing even elementary education. The drop-outs naturally swell the ranks of illiteracy and lead to mounting unemployment.

Rural Base

The scene is grim enough, and it highlights the need to build up education mainly on a rural base. The most formidable obstacle to our socio-economic development lies here. It is here that adult literacy, or in a wider sense non-formal education has a dominant role to play. The pattern of formal education, being urban-oriented, cannot meet the hopes and aspirations of rural people. The present programme for adult education is born out of this awareness.

Non-formal Education

Non-formal education is but a deviation from certain structural stereotype of normal education to make it responsive to the specific needs of learners. Formal education, as it is, cannot deal with all variables of life and society; hence reformers now evolve plans to rationalise it on the dynamics of change and make it more true to life. Non-formal education functions not to counter traditional learning, but to carry it beyond the campus. In a way, it is to stretch its formal scope and content and put it on a larger social canvas. It is designed to do what formal education cannot.

Non-formal or adult education is, therefore, expected to work well if it is organised, not on literacy exercise alone, but on the age-old Indian tradition and experience. It has to be linked to a career as a package deal, as an integral part of the total strategy for development between man and his environment. In short, adult education

centres may turn into producer and consumer cooperatives. Thus we may hope to diffuse education and wealth among the masses and reduce socio-economic inequalities.

The first thing needed for the purpose is to socialise education, that is, to activate education and economy in such a way as to release the potentials of the common man for the best use of resources around him. Literacy education may not appeal much to adults. It is, however, sure to interest them if it is made part of a developmental programme in which they have a stake. We can thereby make education saleable to those who have little use for formal education. Our plan for education will then be determined by the way we plan for prosperity, at least in the rural sectors.

NAEP Blueprint

We therefore welcome the National Adult Education Programme (NAEP) as an ambitious blue-print for mass education, to execute which the Centre has earmarked Rs. 200 crores in the Sixth Plan. There is a difference between the present plan and those that have preceded it. This is an All-India Plan with the Central and State Governments apparently in full agreement with it, and above all, there lies then national will to work it.

Education today appears in new dimensions in the face of massive illiteracy. We now realise formal education alone cannot be equal to the task unless it is followed up by some fruitful fields of earning. This new thinking is definitely in evidence in the NAEP. It suggests that without education, our developmental goals cannot be reached and that education in turn is shaped by the developmental process. The

reciprocal relation between education and economy appears now more a reality than ever before.

Principle of Adult Education

The principle of adult education rests on the premises that education makes sense only in so far as it changes the outlook and lends utility to it. It assumes that (i) illiteracy undermines the individual and socio-economic growth of the nation, (ii) education does not mean mere schooling, it continues in most work and life-situations, (iii) to learn, work and live are chains in a series linked to social growth, (iv) the means for working out development are at least as important as the ends, and (v) the illiterates though still used to the traditional life-style can by work and education develop their power and improve their performance.

This approach evidently finds fault with dominant development strategies that impose sophisticated growth on an unequal society without human considerations. In fact, elite technology tends to exploitation and inequality which, in the opinion of experts, are the twin causes of poverty.

This should be the focal point in any scheme of adult education. The new plan begins with a three-point programme of which the first is universalisation of primary education. That is, of course, a vital matter, as still 6.5 crores of children keep away from school, and more so because it may help bring down to some extent adult illiteracy in future. Next, a nationwide campaign against adult illiteracy is well under way. Then there would be a package programme of non-formal education for the dropouts. All things considered, we have a better chance today to work the adult education programme, or at least the literacy part of

it, than we have had before.

"But literacy", as Gandhiji said, "should neither be the beginning nor the end of an adult education programme". It has to be built within the life problems of the adult concerned. It is functional literacy that should be the goal of adult education. Changing perspectives require people to enter the communication circuit, widen the literacy abilities and open up varied learning facilities.

Operative Part

It is appropriate that the operative part of the plan comes under the Directorate of Non-formal Education and State Resource Centre of Non-formal Education that have been set up at the Centre and State levels respectively. But Government based structural change and initiative cannot alone tackle the gigantic task of educating millions of adult illiterates within the course of the next ten years. Hence the Centre proposes to enlist the services of voluntary agencies to pool the collective and individual enterprises directed towards a phased programme. Adult literacy and adult education may then be correlated in a better way for a productive social life. Literacy education has to be processed with varied disciplines of non-formal education relating to functional work. It is important that public and private sectors get together to structure a micro-level layout to meet multiple situation and institutional choices in the course of learning and earning. It is hoped that universities and colleges as well would cooperate with the government to popularise the movement. They should lend their know-how and initiate inside the campus adult education projects, as has been done at Jaipur, Madras and elsewhere.

Key to National Education

Non-formal education is then the key to truly national education which implies certain basic principles—a spirit of independence and equality should permeate the whole education fabric to assure the widest possible opportunities for an individual to develop the best in him.

If education is to be creative, it must be free from the strings of red tapism, and government's role should be in the nature of 'an operational critic' of education, as of all other State activities. It will organize and aid expertise, and once the norms are fixed and followed, its primary task is to see that these are observed.

Then there should be a balance between quantitative expansion and demands of excellence. We are equally keen on educational proliferation as on intellectual eminence. Both are needed to keep up the high level of national efficiency. College education for pupils coming from backward homes has given them a new view of life and a new set of values. Hence qualitative expansion of even higher education is likely to tone up national life.

Fruits of knowledge and research shared by a minority must reach the lowest strata of society. Knowledge gains a new momentum if it is let out to roll around the country. So then the elite and the illiterate will join hands to make adult education an instrument of the greatest social good. We wish the central research institute will sponsor a network of regional centres all over the country; these will work in cooperation with the developmental agencies and give them the benefits of new knowledge.

Grass roots Devolution

The redeeming feature of the emerging alternative N-F-E is that it does

not make its beneficiaries unemployable by diverting them from their traditional occupations, as formal education does. But to link the learner's need to environment is not an easy exercise. It demands a high degree of professional training and experience and a complex structural change to meet countless variables in respect of situations and the learner's competence. That can be a feasible proposition only when there is real devolution of authority and research down to the grassroots level.

The operational structure must be so planned as to give people a sense of being a part of the programme. The popular will can be better felt if the welfare agencies working in the field are made to build into their programmes a component of non-formal education. The khadi and village industries, Sarvodaya and socio-religious centres may also lend their helping hand.

Services of students and youths as well under the guidance of trained teachers may give a dynamic spirit to the movement. Hence reformers insist on teacher-student involvement in making curricula appropriate to the needs of the area concerned. What is needed is "a mutually corrective alliance between government, youth and voluntary agencies." Besides, field level functionaries like social workers, primary health workers, staff of agriculture and animal husbandry, irrigation, forestry, etc., can substantially aid and advise in the work of functional literacy.

A People's Movement

The pivot of the whole strategy, however, is the dedicated service of a band of experienced and energetic teachers. So far as the ruralities are concerned, it is essential that duly qualified teachers in and out of school

(Contd. on page 18)

ever, a new dimension of functionality has been added which lays stress on functionality of adult literacy in relation to the lives of the individuals and the needs of the society. The Government of India has also been taking up functional literacy programmes for the past few years. One such project was implemented in Bhimili Taluk of Visakhapatnam District in Andhra Pradesh. In February, 1977 the Andhra Mahila Sabha started 60 centres in 60 different villages with one instructor for each centre. The Andhra University rendered help both for training the instructors and for supervising the centres. One Project Officer and three Supervisors were appointed by Andhra Mahila Sabha to look after these centres.

The rural population of Visakhapatnam District according to the 1971 Census is 77 per cent while the literacy percentage is 21.3. The population of Bhimili Taluk is mainly rural with only one Municipality which is the oldest in Andhra Pradesh. Industrially, it is a backward area. The people's main occupation is cultivation. There are negligible irrigation facilities and most of the agriculture depends upon monsoon. The main crops are groundnut, maize, etc. The non-agriculture people depend upon fishing, brick-making, fire-wood collection, etc.

There is only one junior college and a handful of high schools. Most of the villages have primary schools.

THE OBJECTIVE

Conducted with a broad aim of studying the functioning of the Farmers' Functional Literacy Centres of Bhimili Taluk, the more specific objectives of the study were (a) to examine the problems of enrolment of the farmers in the Functional Literacy Centres (b) to study the causes of dropping out and (c) to elicit Instructors' opinion on the

Farmers' Functional Literacy Centres : A Case Study

**B. S. Vasudeva Rao
and
K. Ganeswara Rao**

INDUSTRIAL efforts of a country to be successful require a change in the attitude and the way of life of its people. Unless the people of the country are enlightened enough to adjust to the changed circumstances resulting from industrial efforts, there cannot be any development. Hence, India with 82 per cent of its people living in villages and with 60 per cent of its national income depending on agriculture, cannot possibly remain indifferent to the fact that an overwhelming majority of its rural population is illiterate.

Hitherto the main emphasis of adult education in many third world countries has been on mass literacy. Now, how-

problems of instruction.

Information on the various aspects of the centres was obtained through a questionnaire circulated among the teachers of the 34 centres.

OBSERVATIONS

The functioning of the Farmers' Functional Literacy Centres was examined by identifying the following important issues.

Problems of Enrolment

Enrolment being the first stage of the programme, plays a very important role in determining both the quality and the quantity of the output. Some of the problems identified are given below.

Structure or Composition : Farmers' Functional Literacy Programmes were primarily meant for adult farmers who had been deprived of schooling in their childhood. A proper mix of the adult farmers and their wives, it was realised, would have been an ideal unit for Farmers' Functional Literacy Classes. But it was found that such ideal mixed groups were very rare. In the study it was found that only 37 per cent of the enrolled persons were regular farmers and about 20 per cent were associated with agricultural activities, for example, agricultural resources. The remaining 43 per cent were illiterate unemployed youth of 20 years.

Apathy and Taboos : Hurdles in the enrolment of adults for the Farmers' Functional Literacy Programme were enormous. Apathy among the males towards the programme and strong taboos against women's participation were notable features.

The instructors reported that aged men refused to join the programme, saying that at that age they would gain nothing by the Programmes.

It was also observed that women's enrolment was poor in the centres where the instructors were males whereas it was more than 60 per cent in the centres with female instructors. This shows that strong taboos exist in the villages against women's participation along with men.

Migration and Pre-occupation with Agricultural Work : Most of the villages under study are completely dependent on monsoon for their agriculture and some of the villages have no wet lands. Thus, in most of the villages, people have to remain unemployed throughout the year. If the monsoon fails to arrive, there is not sufficient work for the labourers. Thus the villagers most often have to go to nearby towns in search of jobs.

In five of the 34 villages under study, where most of the agricultural land was dry the enrolment was low during the transplantation and harvest seasons, and reached its maximum during the off-season when the menfolk who went in search of employment returned. Full-time agriculturists constituted only a fraction of the enrolled group. The reason for this was attributed to the fact that full-time agriculturists could not spare any time for the classes.

Causes for Dropping out

The problem of wastage is pervasive at all levels of Adult Education. This is the very reason for which the adult literacy programmes are popularised in India. Unfortunately these programmes are no exceptions. Dropping out at this stage was found to be mainly due to the following factors :

Lack of Physical Facilities : Though a good physical environment is not sufficient for the retention of adult students, it is an obvious necessity for motivating adults to participate in the Farmers' Functional Literacy Program-

mes. In the present study, it was observed that Farmers' Functional Literacy centres are run either in public places like temples or schools or in the houses of the instructors. In fact most of the centres are run in the instructor's own house only. This has hampered the programme in two ways. The poor instructors who are residing in thatched houses cannot provide accommodation for all the adult students. Secondly, some of the adult students feel shy to come to the instructor's house, especially when their close friends are absent. This has resulted in a considerable drop-out rate.

Inadequate lighting facility also contributes to the dropping out of students. The instructors are supplied with a single kerosene lamp which spreads light only within a radius of two-and-a-half feet. This has resulted in some students lagging behind in learning, and finally dropping out after some time.

Seasonal Effects : Seasonal changes have profound impact on agro-based villages. Food habits, dress patterns, work timings, etc., of most of the villagers depend on the seasons. And the attendance at the Farmers' Functional Literacy Programme is no exception to it. This was also observed in the present study. During rainy and harvesting seasons, the attendance reached the minimum. This later led to the dropping out of some of the adults who were absent for longer periods.

Lack of Internal and External Motivation : One cannot expect as much enthusiasm and motivation among adults as is there in the children undergoing formal schooling. But to attain literacy in its practical sense, minimum motivation is necessary for retaining students. The adults who enrolled for the Farmers' Functional Literacy Programme because of the Instructors' encouragement could

not sustain their enthusiasm for long and withdrew. According to the instructors the main reason why they could not sustain learners was the lack of amenities and equipment to attract them.

Problems in Teaching Adults

Training or teaching adults is the actual implementation part of the Farmers' Functional Literacy Programme. The success of this depends on two important things—the curricula and the teaching methods. If the curriculum is very much relevant and the teaching methods are very much close to their life, they themselves will generate enough motivation in them, and the programme will be successful in spite of many other inadequacies and problems. In the present study the two centres where sewing and stitching were taught the enrolment rates were high. Adults felt the programme to be relevant if it met their requirements, viz. (i) immediate necessities, (ii) needs for future development. Most of the adults felt that the programme should improve their potential for economic well-being. The instructors also felt that the programmes which were directly related to economic improvement of the participants were received with great enthusiasm as compared to ordinary literacy programmes. Another important problem of teaching relates to the rigid methods of teaching adopted for the programmes. The instructors who have had short term training and are poorly paid (Rs. 50/- per moth) cannot pay special attention to different categories of people.

CONCLUSION

The study clearly demonstrated that the Farmers' Functional Literacy Programme has not been able to achieve the desired objectives for which it was

really intended. This failure can be largely attributed to the lack of motivation and responsiveness of the people, inadequate facilities and very short-term training of the instructors. Therefore, it is time the programme was evaluated to find out a reasonable solution for its effective implementation. As it was observed that people participated if the programmes supplemented

their work and livelihood, these programmes should be designed in such a way that they are linked closely to the real life conditions of the villages where the centres are set up. Above all, the instructors must be given sufficient training in advance, in theoretical aspects as well as in practical skills, to be imparted to the villagers. □□□

Thoughts on Adult Education

(Contd. from page 14)

are locally recruited, and not deputed from city-bred staff. There may be need for government extension services, but it is the village folk who with their intimate experience and expertise will be best suited to work for rural uplift, and that at a much less cost and for a longer period.

Adult Education is a people's movement, and people should be persuaded to manage their own affairs. Whether it is agriculture or industries, health care

or education itself, they will execute their programme by community enterprise and building up of village and mohalla institutions. They will thus learn to govern themselves and develop their own competence for education and work, independent of government control. It is for the government to mobilize all popular agencies, public or private, for the task of educating the nation. We know we have a long way to go, but we believe we are on the right track. □□□

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Dynamics of Development Motivation

A. K. Sinha

MOTIVATION has been defined as stimulation of any emotion or desire operating upon one's will and prompting or driving it to action. It is a combination of many diverse elements out of which the following two are considered important :

- Understanding of the fundamental urges and desires within people which are subject to emotional stimulation or motivation.
- Communication with people so that they will be provided with a satisfactory stimulus to their urges.

Based on the above assumptions educationists and development workers

have evolved scientific techniques of motivation development to be used for individual or groups, with the help of researches done in India and abroad.

Several training programmes, based on these experiments have been conducted with the objective of developing achievement motivation in individuals, all over the country.

This act of motivating precisely confirms that it is for the purpose of positive attitudinal change with better understanding of the situation. If we elaborate further, it also relates to self-realisation and desire to achieve a goal set for oneself. In the present days, struggle in life has become overpowering, hence the internal desire and strength to reach a certain goal has to be well developed in a person or group.

By motivating a person/group we mean that he

- has set a realistic goal for himself
- is ready to bear a certain amount of hardship in achieving the goal.
- has a self-reliant attitude, and is aware of his strengths and limitations
- is mentally oriented (desire) towards achieving success
- is ready to take moderate risk in the course of his attempt for success.

Hence we can say that motivation for achievement is to achieve something good or do it better, with the innermost desire to do so. It depends on an internal compelling force rather than on an external one. In this process any one individual or a group can go as far as achieving something unique. This, in turn, certainly has a positive impact on the general development of the area and people. Renowned scientists in the field have

shown that a direct increase in the achievement motive of a person or group can have a significant economic impact on the community (McLelland and Winter 1969)

Strategy

While fixing a strategy for developing motivation, many aspects need to be taken care of. The choice of the steps and their sequence usually depends upon the organisational objectives and the need of the individuals or the group. However, broadly, the order can be as follows:

- (a) Theory and basic concepts
- (b) Highlighting strategies with desirable inputs
- (c) Training module
- (d) Effective communication with audience
- (e) Evaluation of efforts

Theory and Basic Concepts

A reference to these was made in the beginning of the article. However, for a further clarification of these the group or individual may be put in a different environment created through games or group discussions.

Such experiences will clearly indicate the need for setting and achieving a certain goal.

Strategies and Inputs

In the training module the inputs need to be selected carefully. It is to be done, keeping in view the institutional/organizational objectives and the people's needs. 'Why' and 'for What' should there be development motivation, are the questions to be answered first. Only if we are clear about the objective can we take the group along with us to the desired goal.

Motivation for what? Generally, it is to develop the desire to do something with better understanding. But, here we must have more specific reasons of

development motivation. This also corresponds to the organization's need and activity. Therefore, it can be for the purpose of

- Functional or simple literacy
- Entrepreneurial activities
- Group organization and community development
- Ethical and moral upliftment.

In each of the above objectives the depth and order of inputs will differ significantly. Simultaneously the structure and the duration of the training module should also be ascertained in each case for the desirable effect.

Training Module

While dealing with human behaviour, either individually or in group, the module form of training is found to be the best. Primarily, a training like developing motivation creates a lot of strain and stress during the sessions. Therefore, it is advisable to have a session of the required length and after that there should be complete relaxation. Secondly, the module should be structured in a scientific way with proper sequence of the inputs, which gives the participants a food for thought and enables them to interact/discuss with each other fruitfully.

As far as practicable, the environment inside and outside the premises should be calm and congenial.

Communication and Audience

Experience has proved that development motivation depends very much on the effective conception and communication of ideas. The communicator-receiver and the vice-versa relation should be well developed and the two should have faith in each other. The communicator's task becomes more challenging specially while dealing with larger groups. In development motivation individual care is needed even while

dealing with a group. The concept of mass motivation cannot be far removed from mass communication and individual care, because isolated thinking of an individual even in a group may produce negative result. The individual care is the doorstep of mass motivation. The subjective and objective reality of mass communication corresponds very much to the development motivation of group where individual matters or in Lasswell's words "who says what, to whom, when, and with what effect", cannot be ignored. This thinking certainly restricts the area and magnitude of operation in such activities. However, selection of proper media and an understanding of the audience need are essential in the process of development motivation.

Evaluation

When the action is purposive and related to human behaviour, it is necessary to evaluate the efforts made through different inputs. Motivation for an objective not only requires to be evaluated in the end but also a continued assessment of impact should be made during the training module. This will prevent the individual or group from

going on an undesired path. Evaluation by way of feedback is also necessary for further modifications and fixing realistic goals. The group or individual reaction should be recorded and then analysed. This would not only help in determining the amount of changes taking place but also certify the efforts for future steps. Finally, it will also indicate those who lag behind and need special care.

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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

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Kavad is a popular local folk tradition-based medium which has been used for entertainment and for delivering religious sermons in Rajasthan and Madhya Pradesh since generations. In structure it is a kind of story box made of light wood. It contains quite a number of folding doors, each like a panel hinged on one side with another panel. Colourful figures and mythological episodes and incarnations of gods and goddesses are painted on each panel of Kavad. These doors are unfolded by the 'Kavadia Bhat' evoking the curiosity of the audience, as he proceeds with the narration of the story.

Effectiveness of Kavad in Educational Messages

Sporadic efforts have been made to study the effectiveness of this traditional aid in communicating educational messages. Parmar, reporting the experiment conducted in the Bastar district of M.P. to convey the message of nutritive diet to tribal boys, and to drive home the disadvantages of large-size family and illiteracy to other groups, concludes that the use of Kavad with each illustration supported by a suitable message, proved to be effective.

An experiment was conducted by the authors to find out the relative effectiveness of Kavad and other audio-visual aids like slide, flip book, radio, and puppet-show in imparting nutrition education. The sample on which the impact of various aids was tested comprised 300 farm women of Panchayat Samities Girwa and Badgaon of Udaipur District in Rajasthan.

The Kavad used in the experiment was 15"×9"×7" in size and was made with three folding doors on each side. Twelve cards were prepared from a card sheet of 9"×7" to be put on doors instead of painting illustrations on the doors itself. This was done to facilitate

Kavad : A New Visual Aid

Suman Bhatnagar
and
S. L. Mathur

It is generally observed that extension workers do not use audio-visual aids for want of favourable situations and required facilities. In order to overcome these difficulties, it is necessary to provide them with a simple and multi-purpose device which will serve as a visual aid in the field as well as in the class room. Kavad, a traditional aid which can be prepared easily with the locally available material, is a good alternative. This easily portable device is less expensive and easy to operate.

It is a non-projected visual aid and hence requires no electricity or other special facilities. Moreover, new themes can be easily accommodated in this aid.

several educational messages through the same Kavad. The author unfolded each door with the narration of the story. Kavad secured second place among all the above mentioned aids in the gain

Home Science College, University of Udaipur.

The respondents were exposed to Kavad and then asked to rank it on

Table 1

S. No.	Quality of aid	Total score	Average score SD	Percentage
1.	Objectivity	132	4.4 ±1.003	88 %
2.	Usability	128	4.26±1.018	85.53 %
3.	Clarity	130	4.33±1.183	86.66 %
4.	Accuracy	124	4.13±1.196	82.66 %
5.	Learner's Interest	144	4.80±0.476	96 %
6.	Suspense created	132	4.40±0.796	88 %
7.	Suitability	141	4.70±0.472	94 %
8.	Portability	116	3.86±1.39	77.33 %
9.	Performance	129	4.3 ±1.112	86 %
10.	Cost	131	4.36±1.213	87.33 %
11.	Easy to operate	124	4.13±1.189	82.66 %
12.	Effective design	138	4.6 ±0.554	92 %
13.	Maintenance and repairs	138	4.6 ±1.029	92 %
14.	Overall rating	122	4.66±0.938	81.33 %

and retention of knowledge. Only slide was superior to Kavad. All other aids were less effective than this traditional aid.

Kavad as Perceived by Extension Workers

Further efforts were made to evaluate the utility of Kavad as perceived by extension workers. Evaluation schedule was prepared on the basis of the schedule developed by Haas and Packer (1964). This evaluation schedule was administered to 30 ICDS (Integrated Child Development Service) supervisors undergoing 3-month training at

different qualities or characteristics. The ratings were assigned weightage as follows: excellent—5; good—4; fair—3; poor—2; and useless—1. The total weightage in respect of each characteristic and their average score are given above in Table 1.

Table 1 shows that kavad was ranked in the category of excellent aids. The average score for each characteristic or quality was also very high. Hence this traditional and inexpensive aid should be exploited to the full by the extension personnel in communicating educational messages. □□□

NAEP : A Survey Report from Delhi

By A Correspondent

ON October 2, 1978 the National Adult Education Programme (NAEP) was launched with the object of providing education to about 10 crore adult men and women in the age-group of 15-35 within a span of five years. A sum of Rs. 200/- crores was set apart in the Union Budget for this purpose. The broad conceptual framework envisaged for this programme comprised (i) imparting of literacy skills (2) functional development of the target population to enable them to actively participate in various development programmes and (3) creating awareness among them about laws, policies and programmes of the Government for social justice and improvement in the quality of life of the common man.

The magnitude of the programme and the minimum period of time within which the colossal task was to be accomplished, naturally called for mobilisation of all available resources—men, material, financial and others—on an unprecedented scale. Involvement of voluntary organisations in the planning and implementation of the programme was an essential component of this Government sponsored programme. Voluntary organisations were called upon to assume pre-eminent role in the implementation of the programme. Consequently, the bulk of the responsibility fell to Indian Adult Education Association's share, being, as it is, the apex body of voluntary organisations in the country. The President of the Association was designated ex-officio member of the National Adult Education Board.

The Association accepted the challenge in all earnestness and has since been publicising and propagating the programme. Besides providing umbrella to the smaller voluntary organisations dedicated to the cause, the Association has so far organised a number of national-level programmes, seminars and workshops with a view to creating the necessary atmosphere, and to help understand clearly the concept and objectives of the programme. The Association has also been organising training programmes for the functionaries, and has helped in the production of teaching and learning material for literates and neo-literates.

Besides playing this catalytic and coordinating role, the Association decided to go to the field and run some centres. The idea was :

- to have the necessary feed-back in the implementation of the programme, to suggest necessary improvements ;
- to set up a few model centres; and
- to lend a helping hand in this colossal task that the country had

undertaken.

With these objectives in view, the Association decided to run 60 Adult Education Centres (AEC), in a compact area within the outer Ring Road on the East, the inner Ring Road on the West, Jamia Millia in the North and R.K. Puram in the South. There were some 29 mohallas in this area. As per the norms, the first and foremost task was to conduct a survey of the area.

The Survey

A well conceived and properly planned survey was considered necessary for a thorough and careful study and analysis of the needs of the people for whose benefit the programme was to be launched. With this end in view, the Association began its survey work in the selected area of operation.

The Objectives

The objectives of the survey were :

- to identify the magnitude of illiteracy prevailing in the area ;
- to identify the learning needs and problems of the people in the area ;
- to study the economic, political and other conditions, prevailing in the area ;
- to identify the potential and other available resources within the area for the implementation of the educational programmes ;
- to assess the amount of local co-operation that would be forthcoming in the successful implementation of the programme ;
- to identify the on-going development programmes, within the area of operation or in the surrounding localities with which the adult education programme could be dovetailed ;

—to collect information on the extent of adult education services available in the area, through other agencies ; and

—to sensitize the university and college students, who conducted the survey (in this case the NSS Volunteers of the Delhi University), to their social obligation of helping in the fulfilment of the educational needs of the area.

Design and Methodology

The initial survey was conducted with the help of a structured questionnaire. There were in all ten questions, both in English and Hindi, categorised into four parts :

Part A : Bio-data of the respondent

Part B : Family composition of the respondent

Part C : Information on the extent of Adult Education services available in the area.

Part D : Only for the interviewer's use.

Some of the important questions included in the questionnaire were on :

- The respondent's religion and caste.
- Annual income of the respondent.
- Literacy status : whether the respondent was literate or illiterate ? If literate, up to what level ?
- Occupation of the respondent.
- The learning needs and interests of the respondents.
- Centres : Whether there were centres functioning in the area ? If yes, what were their activities ? If none, whether the respondent wanted one in his locality ?

orientation training with regard to the know-how of interviewing. For the purpose of collection of necessary data, the volunteers were instructed to interview one member in each family, preferably the head of the family, and collect information about all the other members.

Problems Faced by Volunteers

The volunteers had to face many problems while conducting door-to-door interviews.

In the first place, they had a limited period of time (winter holidays) within which they were to complete the survey. So, there were limitations due to time factor.

Secondly, as the transport problem is very acute in Delhi, the volunteers found it difficult to reach the area of operation on time. So, keeping to the time schedule was a difficult task.

Thirdly, non-availability of people in their homes during the day-time, except on holidays, posed a very acute problem. As the older people were out on their jobs during the day, the interviewers were left with no option but to go to the people either in the early hours of the day or in late evenings. This caused a lot of inconvenience to volunteers.

Fourthly, once the people were contacted, it was very difficult for the interviewer to establish a rapport with them, to convince them of the genuineness and utility of their job and to get correct responses to the questions. It was more difficult to get responses from women.

Stratification and Data Analysis

Great difficulty was experienced in the stratification, tabulation and analy-

sis of survey data. More than 11,000 families were covered and as many forms were administered. The idea of a clean and standard analysis of the data, which was possible only through computerisation, had to be dropped as it involved a large sum and there was no provision for this in the funds allocated for NAEP.

Hence, a request was made to the Delhi University NSS Central Office, for help. As a result 12 NSS volunteers from Satyavati Vocational Evening College were deputed on the job. With the help of the Association's staff, these volunteers took nearly a fortnight to tabulate the data.

Recommendations

Although there is provision in the scheme for conducting a survey before starting Centres, in most cases it is not undertaken. Our experience shows that survey is a must, without which proper planning and implementation cannot be done. It is necessary to provide suitable funds for this purpose.

2. Involvement of the community and voluntary groups is essential for the success of adult education programmes. Survey is a potent instrument for securing the community's support and co-operation and hence should be given high priority before launching adult education programme in a locality/community.

3. In order to enable organisers to undertake programmes other than literacy, particularly skill development and awareness, budget provision should be more flexible and realistic to meet the learning needs and interests of the clientele. □□□

Workshop on Environmental Education in Adult Education Programme

IAEA in collaboration with Directorate of Adult Education, Ministry of Education and Culture, Government of India, organised a workshop on 'Environmental Education in Adult Education Programme' in the Association's premises from June 25 to 28, 1982. The objectives of the workshop were :

- To identify those areas of environmental education which can be integrated with adult education programme with particular reference to rural areas ;
- To identify those elements of the programme which can be reflected in the training of adult education functionaries ;
- To develop guidelines on various aspects of environment, specially for producing material for neo-literates.

Twenty-five participants comprising writers, experts in the fields of environment and adult education attended this four-day meet.

The areas selected for developing guidelines were :

- Man and Water
- Man and air
- Man and earth
- Trees in the life of man

The participants were divided into three groups. The first group discussed water and air pollution for slum areas. The second and third groups discussed tree plantation and soil pollution in addition to air and water pollution for rural areas.

The groups felt that environmental education should be used to inculcate scientific temper among the masses. The focus should be on reinforcing those customs and traditions which have enabled us to preserve ecological balance, and on making people conscious of the negative practices which will ultimately disturb this balance and affect their lives adversely.

Workers' Education Programme

IAEA organised three one-day non-residential courses for industrial workers in New Delhi on May 26, 27 and 28, 1982, covering the following subjects :

- Population problems and trade unions
- National and social goals of trade unions
- Productivity and trade unions

Over 100 workers participated in these courses.

Fourth All India Conference of State Resource Centres

The Fourth All India Conference of the Directors of State Resource Centres was organised by the Directorate of Adult Education in collaboration with State Resource Centre, Maharashtra, in Pune from February 3 to 6, 1982. Dr. (Smt.) Chitra Naik was the Director of the Conference.

The Conference reviewed the work done by SRCs, their financial and staffing pattern, curriculum development and production of teaching/learning materials, training of field functionaries, research evaluation and promotional measures including publishing and printing coordination with State Governments and Resource Centres and Directorate of Adult Education. 46 persons participated in this four-day meet.

NEWS FROM STATE RESOURCE CENTRES

MAHARASHTRA

The State Resource Centre, Maharashtra, Indian Institute of Education, Pune, organised a workshop on Puppetry from January 27 to 29, 1982. 13 supervisors and 12 instructors from twelve districts participated in the workshop.

The participants made a few puppets and performed puppet shows.

The SRC also organised a workshop for script writers and the staff of the SRC for writing scripts for a package of cassettes and slides for the training of instructors from March 1 to 4, 1982.

Scripts on ten topics based on the roles and functions of instructors were written and discussed during the workshop.

WEST BENGAL

The State Resource Centre, Bengal Social Service League, Calcutta organised 11 training courses for instructors during the quarter January-March 1982. 1,207 participants attended the training programmes. The SRC also brought out the following booklets :

- (a) *Amader Bhabna* (our thoughts)
- (b) *Adult and Non-formal Education—A few observations*
- (c) *Bayaska Siksha Kendra Shiksha Sahayak Bustur Byapahar* (Use of educational aids in adult education centres)

Charts, flashcards, flannelgraphs on various aspects of health were also produced during the quarter.

The SRC published seven new folders on 'water' in the series *Vachan Vikas*. Six new folders on Tuberculosis and Malaria in the science series were also published.

The SRC in collaboration with Indian Adult Education Association organised a writers' workshop for preparation of a primer for the migrants from Nepal, on January 18, 1982, and again from March 10 to 12, 1982. Experts in Nepali language and representatives of organisations engaged in preparing teaching/learning materials in Nepali language for adult learners in the district of Darjeeling in West Bengal participated in this workshop.

Workshop on Population Education in Solan

The Regional Resource Centre, Panjab University, Chandigarh in collaboration with Directorate of Education, Himachal Pradesh and State Institute of Education, Solan organised a three-day workshop on 'Population Education' in Solan, (H. P.) from April 26 to 28, 1982.

The main objectives of the workshop were :

- To develop population education content for the training of adult education officers, project officers, supervisors and instructors.
- To develop areas of collaboration with the various governmental and non-governmental agencies for integration of adult education and population education programmes.

The workshop was inaugurated by Shri Rajinder Singh, Joint Director of Education, H. P. He said that instead of having separate infrastructure for population education, it would be better if it was integrated with adult education. Instructors should be suitably equipped with the skills and knowledge of the concept of population education so as to bring a social change for the benefit of the weaker sections of the society.

Shri K.L. Zakir, Coordinator, Regional Resource Centre, Panjab University in his keynote address said that both adult education and population programmes aim at improving the quality of life, bringing about attitudinal changes in the community, orienting the various target groups for development and preparing the masses to solve the immediate problems. Shri Zakir said that RRC with the cooperation of various agencies will develop teaching-learning material on population education for the help of instructors and learners.

The workshop was divided into two groups. Group I dealt with the content of population education for training of adult education officers, project officers and supervisors. Group II discussed the content of population education for the training of instructors.

The workshop recommended that for successful implementation of the programme, there should be proper coordination between the adult education instructors and field functionaries of other departments, such as, Block Development Office, Health, Public Relation, Agriculture, Animal Husbandry and Forestry departments. It also suggested that incentives be provided to learners and instructors for their good performance to boost their morale. 35 persons attended the workshop.

New Primers in Hindi for H.P.

Two new primers entitled '*Navyug*' and '*Nav Jeevan*' prepared by the Regional Resource Centre, Panjab University, Chandigarh, for the adult learners being covered under the adult education programme in Himachal Pradesh were released in Chandigarh in the first week of February 1982.

Adult Education in H P.

811 adult education centres were functioning in Himachal Pradesh as on

March 31, 1982. 410 of these centres are under the Centre whereas 401 are under the State.

RFLP in West Bengal

In West Bengal 29 Rural Functional Literacy Projects (14 under Central Government and 15 under State Government schemes) are functioning. The number of centres being run is 8,143

The enrolment in these centres was reportedly 2,39,927. 66% of the learners enrolled were males and 34% females.

1,46,028 learners sat for the final test, 1,12,117 or 76.77% passed the test in literacy, numeracy and awareness.

Bombay City Social Education Committee

The Bombay City Social Education Committee has been reconstituted by the Government of Maharashtra with effect from June 7, 1982, with Barrister M.G. Mane as its President, Shri K.B. Pillay as its Vice-President and Shri J.M. Gadekar as its Member-Secretary.

Shramik Vidyapeeth, Ajmer

The Shramik Vidyapeeth, Ajmer has been accorded the status of a Training Institution by District Rural Development Agency for the organisation of skill development training leading to self-employment. The Shramik Vidyapeeth is currently engaged in organising training programmes in Tailoring, Embroidery, Carpet weaving and Bamboo work. The duration of these courses varies from four to six months, and the various topics covered relate to self, family, community and national development besides skill development.

Shri T.C. Jain, Principal, Industrial Training Institute distributed certificates on June 5, 1982 to the trainees who

have completed successfully the Diesel Mechanics and Tailoring courses. Smt. Sita Agarwal, District Education Officer (Girls) was the Chief Guest on the occasion.

The Shramik Vidyapeeth organised a Food Preservation course from June 21 to 30, 1982 for the benefit of Instructors engaged in Population Education Project and for housewives. 17 persons participated in this course.

Workshop on Non-formal Education for School Dropouts in Ludhiana

A three-day workshops on Non-Formal Education for school dropouts was organised by the State Council of Educational Research and Training at Punjab Agriculture University (PAU), Ludhiana from February 24 to 26, 1982. The Workshop aimed at evolving feasible and practical strategies for non-formal education scheme.

Two reports, one for 6-11 age group and other for 11-14 age group were prepared during the workshop.

18 participants and six resource persons attended the workshop.

Media Technology for Rural Education—Annual Conference of IAET

The 14th Annual Conference of the Indian Association for Educational Technology was held at PAU, Ludhiana recently. The theme was 'Media Technology for Rural Education.'

During the Conference five symposia on the following topics were held:

- Education and Rural Development
- Role of Media Technology in Rural Education
- Research and Development in Mass Media
- Research and Development in low cost media
- Designing objectives based com-

munication materials for rural education.

Some of the important recommendations of the Conference were:

- (1) In rural development, high priority should be given to agricultural development, industries, literacy, family planning welfare and social aspects of community life.
- (2) Systematic surveys need to be made continuously to establish educational needs of various categories of population of villages which can then serve as basis for planning contents and strategies of education.
- (3) School resources need to be strengthened specially in rural areas for full utilisation of their potential to bring about changes in the surrounding communities both through formal and non-formal means.

Adult Learners' Annual Function, AMU

The annual function of the adult education learners of the Aligarh Muslim University was held on April 25, 1982 in the Kennedy House Auditorium of the University. Shri Saiyad Hamid, Vice-Chancellor, AMU presided. About 2500 persons were awarded certificates for completing successfully 8 months adult education course under the auspices of the Centre of Continuing Adult Education of the University.

Shri Z.R. Ansari, Minister of State, Government of India, awarded certificates to learners, and prizes to 18 best instructors and learners.

In his address, Shri Ansari said that if the pace of the economic and social development in the country is to be increased, the illiterates from the weaker sections of the community must be provided need-based adult education programmes.

□□□

IAEA PUBLICATIONS FOR NEO-LITERATES

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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 several 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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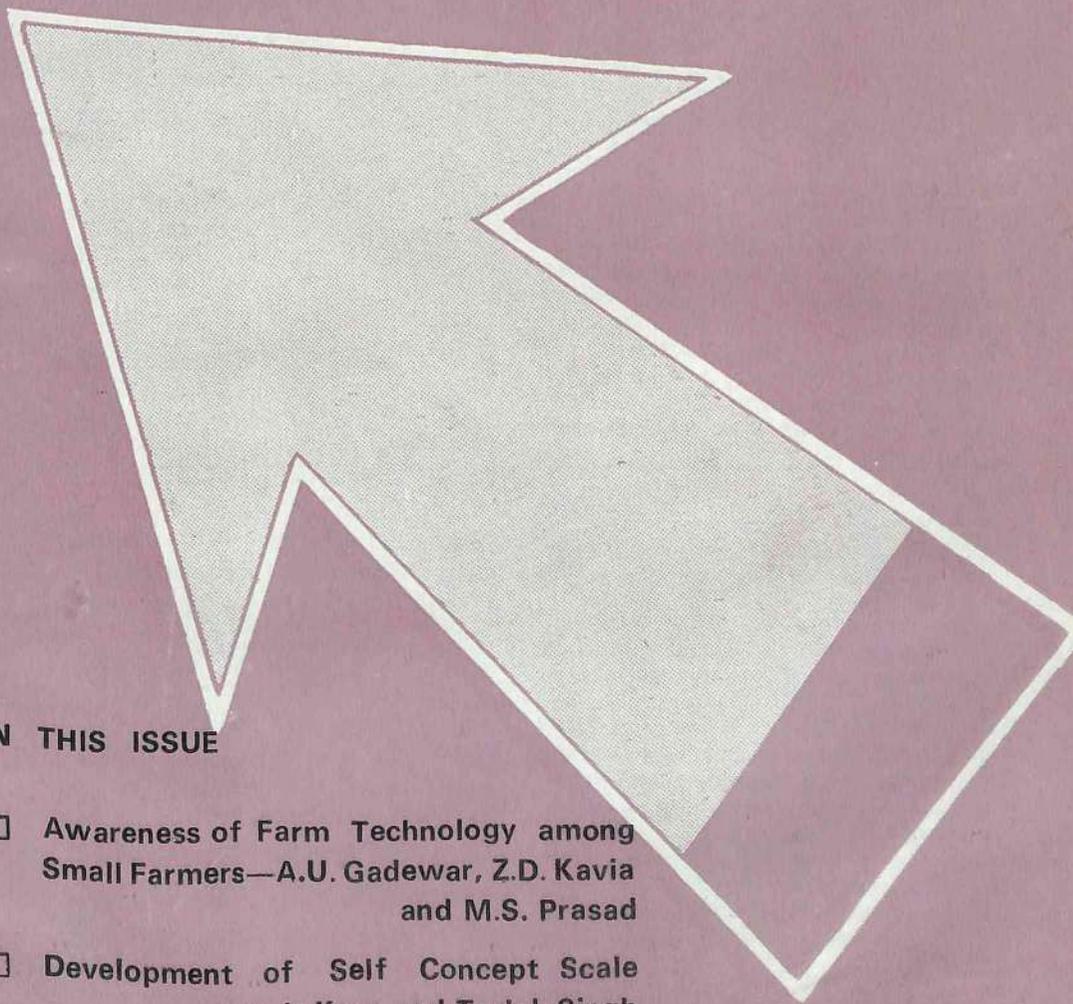
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Indian Journal of ADULT EDUCATION

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IN THIS ISSUE

- Awareness of Farm Technology among Small Farmers—A.U. Gadewar, Z.D. Kavia and M.S. Prasad
- Development of Self Concept Scale —Amrit Kaur and Tarlok Singh
- Mass Education under Panchayati Raj —G. Halder

INDIAN ADULT EDUCATION ASSOCIATION



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The Indian Journal of Adult Education, first published in 1939, is brought out every month by the Indian Adult Education Association, a voluntary organisation, registered under the Societies Registration Act of 1860. The Journal has special interest in the theory and practice of non-formal education with special reference to the relationship between Adult Education and Development.

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Ageing Successfully

Even a cursory glance at the population profile of the world today makes one aware of the fact that the number of the aged is increasing significantly especially in the developed countries and where modernisation is being ushered in with determination and success. A substantial portion of the population of Europe, where human fertility has been regulated either as part of an overall historical process or as a deliberate attempt to control human numbers or both, are the aged. The young are getting fewer in number than the older compared to the corresponding number of the previous generations.

The substantial increase of the aged is posing a serious problem to many developed countries. A similar problem is not far away for many of the developing countries. The aged like the children are considered a dependent population not adding much to a nation's production or its active life. The global population of the aged by the turn of the century will be the highest ever. The problem would then be — should the aged be a burden on a society by the sheer weight of their numbers or should they lead a useful and contributive life and be an active part of nation's mainstream ?

Some age rapidly and others not so. Apart from the chronological, cultural and physiological factors that impinge on the ageing process, there is the individual and collective philosophy as to how the aged look at themselves and the society looks at them. Some withdraw into a secluded life style that is often rooted in traditional religion and other forms of non-involvement. Others develop a low profile involvement in selective study and work. However, there is a withdrawal syndrome that goes with age, especially in Indian culture taken as a whole among the higher castes and middle and high income groups. The poor in the villages are in a sense an exception.

They keep on working till their bodies and minds fail them.

In the western world, the aged are posing individually and collectively a serious problem. Mental breakdown and family and social disorder are increasing as part of a general disorientation to life. The suddenness and massiveness of the problem are making them look for meaningful solutions. Medical scientists are getting interested in geriatrics, social scientists in social gerontology and social welfare workers in senior citizens and so on. Governments are also becoming aware of the problems of the aged as part of their national programme of welfare.

The time has come to discuss the place of the aged in the emerging society of our times. There is a need for rethinking on the problem — should age mean putting the aged on the shelf or continuing cultural neglect of the poor, or do they have a meaningful place in society ?

While the larger problem of the aged and the ageing has a larger development relevance, the answer is to seek problems nearer home. In that sense then the aged pose an educational problem which has hardly received any attention in this country. The problem of adult education for the aged should start with the question — what kind of aged we want to have in a society? Should the aged be involved in it and to what extent? What strengths do they bring to society? Self-care, self-concern for looks, health and happiness are not all absent even in the most aged. This should provide inter alia a motivational basis for an enlightened educational process. If this is made possible, a population in a nation can age not only successfully but also gracefully. It is then we can say ageing is also becoming not a dead-end street.

Material Production for Out-of-School Population Education

Ansar Ali Khan

POLICY makers are busy in framing new policies. The planners are trying hard to translate new policies into operational programmes and projects to help facilitate implementation of these policies. At the same time the philosophers and curriculum developers are discussing emerging human needs and rapidly changing individual, communal and societal objectives in order

The success of planners and researchers' efforts to make education purposeful depends on the effective interpretation of their ideas and findings. To make this communication between text-book writers and the target audience effective, the author suggests a model based on a systematic and scientific approach.

to synthesise the desirable elements which the future generations should study for creating a better world of tomorrow. The researchers are engaged to explore best motivational techniques, develop new concepts and appropriate teaching approaches and methodology to attract and hold the learner for a sufficiently long period to help him/her to develop desirable behavioural changes and rational decision making abilities. The general objective of all these efforts is to bring revolutions in education in order to transform it from meaningless to purposeful education. But we must not forget that real revolutions in education are brought about by text-book writers and instructional material developers who understand the implications of policy decisions, meanings of philosophical ideas, important technical research findings, appropriate instructional techniques, and translate them into instructional materials for the consumption of classroom teachers, change agents, and the general masses keeping in view the level of understanding of the receptive target audience.

The crucial roles of curriculum and instructional material developers are generally recognized and attempts have been made in out-of-school population education programmes to develop

A paper prepared by Dr. Ansar Ali Khan, Specialist in Population Education in Out-of-School and Adult Education Programmes, Unesco Regional Office for Education in Asia and Oceania Bangkok, 1976.

a broad and highly flexible framework from which the relevant contents and concepts are drawn for the production of instructional materials to meet the learning needs of diversified audience. The material production attempts vary greatly from country to country so far as the production mechanism is concerned. Quite often subject specialists, teachers, instructors, and even extension agents are asked to write instructional materials ; and an artist or photographer is made to illustrate them. Some of these people follow certain preparatory steps such as consulting the concerned subject specialists, visiting project areas, reviewing relevant literature, etc., but most of the time the development and production of the material is based upon the intuition, subjective opinions, and experiences of the writers who usually write the material while sitting in their offices, or artists who draw sketches while sitting in their studios, and so on. Sometimes the material so produced is also pre-tested. The question to be considered here is as to how often are these procedures scientifically or even seriously planned as an integral part of the material development programme. It has generally been observed that a systematic procedure is not frequently followed, and it naturally results in the breakdown of communication between the writer and the intended audience and thus often creates confusion and misunderstanding among the people. The situation in regard to instructional material production becomes complicated and particularly deficient in out-of school population education where the materials have not only to be prepared in multiple languages but also on a multidisciplinary basis as an integral part of already established disciplines. To ensure effective communication and validity of the instructional materials for out-of-school

population education programme, it would be advisable to follow a systematic and scientific method. An attempt has, therefore, been made in the following pages to illustrate and briefly describe an instructional material production model to highlight the steps of the systematic procedure. It may, however, be mentioned that the explanation will cover only professional procedure and not organizational aspects except the composition of material production team.

Policy and Information Sources

There are varied and diversified policy and information sources for out-of-school population education. Among all these sources the following play a major role in diffusing and permeating the policy directives and the relevant technical information :

- (a) National Planning Bodies, such as, Planning Commission, Planning Division, and Manpower Planning Centres.
- (b) Government Technical Ministries/Departments, such as, Education, Agriculture, Health and Family Planning, Labour, Social Welfare, Information and Industry.
- (c) Autonomous Research Institutes, Experiment Stations and Universities.
- (d) International Organizations, such as, Unesco, ESCAP, FAO, ILO, WHO and UNICEF.
- (e) Voluntary Organizations, both National and International.
- (f) Philanthropic Organizations.

Audience Background

The instructional material is considered suitable if it is built around

the learner's everyday vocabulary and his familiar activities and concerns, illustrated with drawings he can recognize and relate to his everyday living. Since out-of-school population education programmes have heterogeneous audience, such as, farmers, housewives, out-of-school youth, labourers in industry, literacy teachers, extension agents in agriculture, and home economics, health workers, social welfare workers, family planning workers, bankers and so on, we should try to find out what is their background with special reference to level of understanding, languages or dialects, age, financial position, reference group, religious affiliations, social customs, norms, sanctions and punishments, taboos, personal beliefs and attitude, media habits, and the environmental conditions under which they live, specially climate, housing, educational facilities, communications, working conditions, food habit, types of employment, etc., before attempting to develop any instructional materials.

Job and Performance Analyses

The objective of population education on the one hand is to develop awareness, interest and rational decision making abilities among the masses about population related activities and on the other hand to help them improve their level of living by increasing per capita productivity. To accomplish the objective we need to produce material which should help individuals to improve their working skills as well as help them understand the relationship between socio-economic development and population growth. This could be achieved better if a job analysis is conducted to find out the type of skills required to best perform some specific jobs. The efforts should also be made to discover

the skills and abilities possessed by the workers at a specific point in time and then identify the gaps between what is and what ought to be skills to perform the job with full efficiency. Such an analysis of skills should cover both manual and mental skills. The identified gaps between the required and the possessed abilities to perform specific jobs should thus form as one of the components around which the materials be produced to satisfy learner's integrated learning needs.

Topic Study

In population education, the instructional materials will have to be produced on a number of interdisciplinary topics depending upon the needs of the target audience. The diversity of audience and the disciplines demands a thorough study of each topic on which the material will have to be developed in order to ensure the validity and reliability of the message. To accomplish the objective, the following procedures can be adopted for the topic study :

- interviews, correspondence and discussions with topic specialists;
- study of documents (reports, plans, projects, books on the topic, media, including those produced in other countries and other programmes, films, recorded broadcasts, and any material which will provide useful information and knowledge) ;
- field study (visits to projects, for example, factories, firms, and farms, where activities relevant to the topic are going on and can be inspected) ;
- 'opinion study'—by interview ;
by discussion groups.¹

Opinion study is a vital element that is seldom included in the material pro-

duction process. Its purpose is to determine what the target audience do, know, think and believe about the topic.

The steps listed above do not necessarily have to be undertaken in the same order but may overlap or interlock depending upon the availability of time, resources and local situation.

Proto-type Material Production

Information received from various policy and information sources, audience background, job analysis and performance analysis, and the topic study will form a general framework or base from which the contents will be selected for the development of proto type material. The script writer will draft the script on the desired topic and show it to the topic/subject specialist, and the artist for their approval of the technical contents and the suitability of the illustrations. If the draft is approved by the subject specialist and the artist, material will be prepared for pre-test with the sample target audience.

Pre-testing

The proto-type material must be pre-tested with a representative sample of audience before it is produced for general use. The pre-test is generally conducted to judge the accuracy and validity of the subject matter, acceptance of colour, layout and art work, etc., and to examine the reliability, objectivity, and validity of the testing instruments. But the ultimate objective of the pre-test is to provide feedback on how effectively the material produced for different media is being understood by the target audience, and detect or discover faults, defects, etc., in the draft materials which could be remedied to enhance the communicability and acceptability of the material. Depending upon the nature of

media, different procedures are followed for pre-testing. In the case of written material, pre-testing is done in the following distinct ways :

Simple Reading

Each member of the sample audience is asked to read the text aloud which often indicates words, and/or sentences which are not easily understood by the reader. The person conducting the test marks those words and sentences which were difficult for the respondent to read.

Reading with comprehension

The members of the sample audience are given the text and are requested to return as soon as they finish reading. They are then given a structured test, the result of which indicates the degree to which the participants understood the text.

Reading followed by discussion

Under this procedure the sample audience are asked to read the text and then discuss the topic in a joint meeting. This discussion can be recorded preferably on a tape to examine the extent to which the subject matter has been understood and what deficiencies, if any, still exist in the text.

All these three methods provide meaningful feedback and should thus be applied in the pre-test phase of the same text.

Visual Perception Test

The written text is sometimes supplemented with visuals, such as, diagrams, still pictures and so on to clarify the written concepts. But the interpretation of visuals seems to have some association with the socio-cultural and educational background of the learners.

It would, therefore, be appropriate to conduct visual perception test and make sure that the visual used in the instructional material communicates the same idea to the reader as the writer intended to. This is important in the Asian region firstly because some of the material developers have received training from abroad and use illustrations which are foreign to the audience and thus are likely to be misunderstood. Secondly, majority of our masses, both illiterate and literate, are very seldom exposed to this medium and are very slow to absorb the theme of visual presentations.

To pre-test the draft proto-type instructional material produced for use in radio and television media, the audio-visual tapes are played to the sample audience to obtain their reactions about the suitability of the theme, contents, speaker, method and time of the day for presentation, etc. The responses of the audience are either recorded in a questionnaire/check sheet or on a tape which are reviewed later on and necessary amendments are made in the materials before the message is relayed on the air for massive consumption. In case of a film, pre-testing is difficult as it is only possible after the completion of the entire film. The changes in the contents, methods of presentation and artists in a film would, therefore, mean preparing the film from the beginning which is an extremely expensive exercise.

Mass Production

The proto-type material developed after pre-testing is then produced in local languages on a large scale and distributed to the intended audience for use in out-of-school population education programmes.

Post-test Evaluation

Post-test evaluation has been included as one of the essential steps in material production by some experts whereas others argue that post-test is not part of the material production process. However, an in-depth analysis of the production process indicates that the post-test generally does not help producers as much as the pre-test in the development of instructional materials. But if material production is considered as an on-going activity of out-of-school population education programmes, which it is, then post-test evaluation definitely occupies the place of an essential step in material development process as it helps to identify the successes and failures of the material to communicate, and determine new learning needs of different audience. The findings of the post-test evaluation will therefore, help broaden the basis from which the contents and concepts be selected for developing instructional materials that will help meet the changing learning needs of our audience.

Action Research

In all the foregoing stages of material production process it is assumed that there will be a built-in action research component which will help to develop a feedback mechanism and thus establish a two-way communication system between script writers and the intended audience. The action research staff in particular will help the production team by feeding information about the knowledge, attitudes and practices of the target audiences, pre-testing the proto type material, and finally conducting post-test evaluation. The action research personnel in order to do the job effectively should have professional qualifications in education and some

knowledge and practical experience in social survey techniques, sampling procedures, interviewing, analysis and presentation of data, and vice versa.

Composition of Material Production Team

Material production cannot be undertaken effectively and efficiently by a single expert. This will have to be a team work. The material production team may consist of editor, general educationist who may be a social psychologist, linguist, subject specialists, field workers, artist, calligrapher, photographer, and action research personnel. The subject specialists and the field workers can be co-opted for a limited period from the relevant technical departments keeping in view the topic for material development whereas the rest of the team members will have to be full-time employees charged with the duties of material production. This may seem

extravagant from monetary point of view but experience has shown that the improvement in the quality of instructional material brought about with this investment greatly out-weighs the cost. It is, therefore, strongly recommended that a provision for funds and personnel, if not already done, may be made for organizing such a material production team in all the out-of-school population education programmes.

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Awareness of Farm Technology among Small Farmers

A. U. Gadewar, Z. D. Kavia
and
M. S. Prasad

Though aimed at weaker sections, rural development programmes in our country have failed to bring about a perceptible change in the plight of the rural poor. It is alleged that benefits accruing from such programmes are generally appropriated by the well-to-do farm community and in most of the cases the small and marginal farmers are not even aware of the programmes. The present article, based on a study conducted in an arid village of Rajasthan attempts to point out the factors responsible for this ignorance.

EFFORTS towards the development of weaker sections recently received a thrust when the Rural Development Programme aiming at an integrated approach to the problem was initiated. Whether this section was really aware of the proven technologies/techniques and to what extent their socio-economic characteristics influenced them to know about the latest technologies was the pertinent question. A study to seek an answer to the question was undertaken in an arid village covered under the integrated Rural Development Programme. As a first attempt only awareness was emphasised. This was the first study in the village. It was addressed to small and marginal farmers, and the interpretation was confined to

this section only. In spite of their target oriented approach rural programmes have diverted significantly from the objectives and a major share of these has remained with the well-to-do farm community rather than the farmers for whom they were intended. In such a situation it obviously becomes essential to study this section, their extent of awareness, etc. The significance of adult education programme in an arid area where majority of the population is illiterate and acts as a barrier to achieving the desirable impact was also studied.

Methodology

The study was undertaken in Agolai village, which was within the operational area of Lab to Land Programme of Cen-

tral Arid Zone Research Institute, (ICAR) Jodhpur. A total sample of 43 small farmers was selected randomly to whom a schedule was administered. Data collected were analysed and association between socio-personal characteristics and extent of awareness was worked out by applying chi square test. Improved package of crop practices developed for arid areas was considered as dependent variable against the socio-personal factors.

Results and Discussions

Association of socio-personal characteristics with awareness is shown in Table 1.

Table 1
Association of socio-personal characteristics with awareness

<i>Socio-personal characteristics</i>	<i>Chi square value</i>
Age	0.56 (NS)
Education	4.91 (*)
Caste	0.15 (NS)
Income	0.56 (NS)
Radio listening & newspaper reading	1.00 (NS)
Urban contact	3.84 (*)

* Significant at 5 per cent level
NS : Not Significant

Six variables were considered important at the first stage of investigation. Sample farmers had not been exposed to any kind of training earlier and followed age-old cultivation practices. Farming was observed to be very un-systematic in this village and farmers were found to be deeply conservative. It can be seen from Table 1 that only literate farmers and farmers who had frequent urban contact were more aware of arid land technologies than those who had either no education or urban contact.

Education and urban contact (4.91

& 3.84 at 5% L.S. respectively) had played a significant role in creating awareness among small farmers about arid land technologies. But such farmers were very few and could not make much dent in the dissemination of farm information among their fellow beings. Literate farmers were reported to have contact with other literate farmers within the internal and external social system from whom they had obtained information with regard to farm technology. Due to lack of resources coupled with lack of confidence, these farmers hesitated to translate 'gained information' into actual practice and were afraid of risk involvement.

Variables, such as, age, caste, income, radio listening and newspaper reading were not associated with the awareness of technologies. Quite a number of studies have reported that age is not a factor to influence awareness. A few studies, however, have reported enthusiasm among young farmers, and suggest that such farmers could be taken as key communicators for achieving speedy dissemination of information among farm community.

Income of small farmers in fact was so meagre that it did not allow them to take up the latest technologies which invariably need more investment, although no significant association was observed between income and awareness. The highest awareness was found in low income group (64%), followed by higher income group (60%). Research studies conducted in general have, however, observed that high awareness is a consequence of more income. However, the translation of ideas into actual use was further observed to be influenced by resource availability, loan

advancement on reasonable terms and conditions.

Radio-listening and newspaper reading had no association with awareness. Majority of the farmers listened to radio for entertainment programmes, songs, etc., rather than agricultural programmes. Majority of them had no radio-set of their own, nor did they have a radio-forum where they could meet in group and listen to some organized agricultural programmes mainly broadcast in the evening. However, in the present study highest awareness (65.5%) was observed among radio listeners although it was not significant. Newspapers also had no significant association with awareness, although the awareness was observed to be quite satisfactory (90%).

Conclusion and Implications

From the present study it was concluded that out of six independent factors, education and urban contact appeared to be important in creating awareness about latest farm know-how among small farmers in arid areas. Newspaper reading and radio-listening although having a direct bearing on awareness were found to be non-significant in the present study. A proper planning and a proper orientation of villagers to these factors will have significant impact. In this regard, regular flow of communication and continuous follow-up programme, community hall and library facilities seemed urgent requirements. Observations revealed that the use of mass media like farm magazine, newspapers and radio listening was not in the desired direction and follow-up action on the part of change agents and local leaders was not forthcoming.

Age, caste and income had nothing

to do with the first stage of adoption process. Awareness is an important stage in the adoption-process and is said to be a push in the information seeking process. In western Rajasthan, illiteracy is by and large a stumbling block in transfer and adoption of technology to the farmers. Adult education programme and mass media, therefore, should be introduced regularly to educate people. Also, need for well trained extension personnel who can ably feed regular information to such farmers is imperative. Pujari and Singh (1974) had stated that newspaper and magazine reading habit of the farmers was on an increase as a consequence of adult education programme. The literacy classes were regarded as 'innovative teaching' both by males and females and the programme's influence was observed in their overt behaviour. Thus, Adult education seems inevitable in these areas. While introducing adult education the following points may be kept in mind for effective results:

- relevance to the environment and learners' needs;
- flexibility regarding duration, time, location, instructional arrangements, etc.;
- diversification in regard to curriculum teaching and learning materials and methods; and
- systematic in all aspects.

The rural youth who are likely to take up agriculture from their parents should be imparted skill-oriented training both in agriculture and industry, as also in rural leadership. This will help in reducing the awareness gap that now exists.

Farm enterprise in Western Rajasthan is viewed just as 'earning' occupation.

Farmers have not given proper attention to this aspect of farm development, and efforts are also lacking on the part of developmental agencies to change the attitude. Innovations are being tried with local package of practices wherever they are in use. They are not adequately exposed to commercial farming and no efforts have been made to orient this class to the changing agriculture. A well chalked out strategy envisaging field days, field trips and out-station visits should be put across as an immediate step in the extension plan. The agencies involved in transmitting developmental message should be given proper training to enable them to put across the message in a comprehensive and convincing way. Channels likely to be put to use to spread the message should be carefully and skillfully used for achieving good impact. Interpersonal communication is limited to a few dominating castes, therefore, the leadership has to be developed from among all the castes for achieving speedy and uniform coverage of the message. Channels, be they interpersonal or mass media, should also be tuned in with the level of literacy so that the advancement in awareness would definitely lead to the adoption of the techniques and technologies. Although adoption depends on an individual's discretion and mental makeup, the importance of

awareness should not be misunderstood, following the same line of thinking.

Various explanations have been offered for the perceived association of factors with the changing agrarian relations. A very common one is that almost all of the additional income generated by the adoption of improved agricultural technology has gone into the pockets of land owners. It has not helped to improve the economic condition of marginal and small farmers or agricultural labourers. It is, therefore, suggested that the hiatus in awareness among different strata should be bridged.

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The learner's personality—his faith in his ability to learn—is undoubtedly a very important determinant for the acquisition of literacy skills. The authors offer a very simple and easy device to measure in quantitative terms this vital factor.

Development of Self-Concept Scale

Amrit Kaur
and
Tarlok Singh

IN India, not enough attention has been paid to the psychology of the illiterate adult which is very vital for achieving the target of cent per cent literacy. An overview of the literature on the factors responsible for low rate of growth in literacy clearly reveals that the adult's lack of motivation and the feeling that he is incapable of learning are largely responsible for keeping him out of the adult literacy class. Studies conducted in India and elsewhere show that the illiterate adult is obsessed with thoughts such as - 'It is

difficult for me to learn'; 'I am too old to learn'; and 'I just cannot learn'. In addition to his inferiority complex his overall personality plays an important role in keeping him back from acquiring literacy skills. But in India almost negligible work has been done to systematically assess illiterate adult's personality although the literature is replete with theorization on the issue.

Like elsewhere in India, especially in Punjab no attempts to measure the personality of the adult have been made. Even the necessary psychological tests which are needed to understand the adult's psychology are non-existent. Many educators believe that self-concept is a very important, if not the single most important personality variable for the prediction of academic achievement. In view of the important role of adult's personality, especially his concept of himself in motivating him to become literate, the present study to develop a self concept scale for illiterate adults of Punjab was undertaken.

Development of the Scale

In developing the Adult Self Concept Scale (ASCS), as a first step, 50 ad-

jectives presumably describing various facets of personality were selected from the Oxford (unabridged) Dictionary (1961). The equivalent Punjabi words of these adjectives were taken from the English-Punjabi Dictionary (1974) published by the Punjabi University, Patiala. Two item-writers proficient in Punjabi language and conversant with rural life were asked to write 50 sentences using one of the adjectives for each sentence. Congruency of language was obtained by the authors through joint discussions with the item-writers. The final version of ASCS comprising 50 items was prepared after incorporating the suggestions. It included 25 positive and 25 negative statements about personality (English version of the scale is given in the Appendix).

The final version of the Scale was administered individually to 1000 illiterate rural adults randomly selected from the following eight villages of district Patiala of Punjab: Bahadurgarh, Deelwal, Jalapur, Mehmudpur, Mithoo Majra, Saifdipur, Sheikhupur, and Sahibpur (Thehri). Agewise distribution of the respondents is shown in Table 1.

Table 1
Agewise Distribution of the Adult Respondents

Age Group (Years)	Number of Respondents
16-20	39
21-25	25
26-30	15
31-35	12
36-40	9
Total	100

The respondents' age varied from 16 to 40 years. About two-third of the respondents were below the age of 26 years. Responses of the subjects were elicited in three categories *Yes*, *Sometimes* and *No*. These responses were

quantified by assigning scores of 1, 2, and 3 to the categories of *Yes*, *Sometimes*, and *No* respectively, in the case of positive statements and by assigning scores of 3, 2, and 1 respectively in the case of negative statements. Thus, ASCS had a maximum possible score of 150 and a minimum of 50. Low score indicated high self-concept, and high score indicated low self-concept. As the responses could not be considered right or wrong, the scores on the 50 items when totalled provided self-concept score of an individual. Response distribution of adults is shown in Table 2.

Table 2
Frequency Distribution of Scores

Score	Frequency
111-115	1
106-110	1
101-105	6
96-100	10
91-95	30
86-90	22
81-85	11
76-80	12
71-75	3
66-70	3
61-65	1
Total	100

Reliability and Validity

Reliability of the Scale was calculated by using the Spearman-Brown Prophecy formula. Reliability coefficient of ASCS was found to be 0.847 which indicates that ASCS is highly reliable as a measure of self-concept of illiterate adults.

The items depict personality as revealed in different aspects of life. Social, cultural, psychological, economical, and religious areas are covered by the Scale. The experts' opinion sought on the matter also confirmed the Scale's content validity.

Intrinsic validity shows the extent to which the observed scores measure the true component of a scale. It is represented by the index of reliability. The high value of the split-half reliability coefficient of ASCS (0.847) has a considerable degree of intrinsic validity.

Norms

The percentile norms of the Adult Self-Concept Scale are presented in Table 3.

Table 3

Percentile Norms		
Percentile	Norms (Scores)	
99	111	
90	100	
80	95	
75	94	3rd Quartile
70	93	
60	92	
50	90	Median
40	88	
30	86	
25	83	1st Quartile
20	81	
10	77	
5	72	

Uses

The Adult Self-Concept Scale aims at measuring the self-concept of illiterate adults. As such it can be used to obtain quantitative value of the personality disposition. It constitutes a useful research tool. It is simple to administer and does not require any trained tester. It should be administered individually. Some important considerations for administration of the Scale are as follows :

- The test is untimed. However, in general, it takes 15-20 minutes to complete it ;
- There is no correct or incorrect response to the item. All items are required to be answered ;
- Responses are to be given in the forms like *Yes*, *Sometimes*, and *No*; and

— Use of the Punjabi version of the Scale is limited to Punjabi speaking adult illiterates.

Appendix

1. I am a resourceful person.
2. I am shy.
3. I am placid.
4. I am always high-spirited.
5. I consider myself to be better than others.
6. I am wise.
7. I feel nervous.
8. I am a civilised person
9. I am suspicious.
10. I am honest.
11. I am tolerant.
12. I am naughty.
13. I am restless.
14. I like to bully around over others.
15. I am selfish.
16. I am self-determined.
17. I am punctual.
18. I am self-satisfied.
19. I am miser.
20. I feel frustrated.
21. I am healthy.
22. I shirk work.
23. I am revengeful.
24. I am short-tempered.
25. I am pretentious.
26. I am fearful.
27. I can make all decisions myself.
28. I am vain.
29. I am always cautious.
30. I am religious minded.
31. I always speak the truth.
32. I am cultured.
33. I am rigid.
34. I am lazy.
35. I am industrious.
36. I have self-control.
37. I have self-confidence.
38. I am humble.
39. I am courageous.
40. I help the needy.
41. I am adaptable.
42. I am a careless person.
43. I am naive.
44. I am ill-tempered.
45. I considered myself helpless.
46. I am obstinate.
47. I am clear hearted.
48. I am greedy.
49. I am clever.
50. I am a cruel person.



Illiteracy : A Phenomenon ?

FANNY Edelman (Argentina), Vice-president of the Bureau of the WIDF, recently characterized literacy as a grave phenomenon of today's world. Of course, this is a phenomenon which is recognizable, indeed one which cannot be overlooked and about which no one can remain indifferent. The carefully maintained statistics tell of unbelievable numbers: more than one fifth of mankind, including 75 per cent of the population of Africa, 50 per cent of the population of Asia and 25 per cent of the Latin American population, is unable to read or write. In our "atomic age" illiteracy seems an extraordinary, amazing phenomenon. Must it inevitably continue to exist ?

The highest degree of illiteracy is to be found in former colonially exploited lands. Nehru's bitter statement, that colonial educational institutions serve to disarm peoples intellectually with the goal of strengthening "the chains that bind us", still apparently applies to these countries.

It is also no secret anymore that social and political repression were and are the inevitable accompaniments of colonialism and neocolonialism, which robbed and continue to rob the respective peoples of these lands of one of the most elementary human rights, the right to education. And there is also no doubt that the lack of national written language systems provides an important reason for this anachronism of our times, illiteracy. This becomes all the more clear when we make a comparison with some examples from socialist countries.

When the Soviet Union was founded, it had among its population about 1000 million illiterate persons. Only twelve years later this "heritage" of the czarist period had been eliminated. Another example: In less than ten years socialist Cuba reduced its illiteracy rate from 23 to 4 percent. Today this land sends teachers by the thousands to Angola and Nicaragua, teachers who

selflessly pass on their experiences in the fight against illiteracy, because they know how vitally important education is to the continuation of the revolutionary process in a society. Real battles against illiteracy are fought in these countries, as also in Mozambique or in Afghanistan, a country which before the revolution had an illiteracy rate of 90 per cent - 90 per cent of the population could neither read nor write its own names ! In the year of the revolution, 1978, 580 schools were already built. At present, in accordance with the plan, a school system is being built up which allows all children of the country to visit school.

Since the fall of the emperor, more than six million Ethiopian children have learned to read and write; every child will have been taught and have the opportunity for an education by 1980.

The successes achieved in the elimination of illiteracy are heart-warming; thanks are due for them to the activities of UNESCO, which sends out experts and makes school and instruction materials available; to the governments which have given financial aid; and to the initiatives of progressive organizations and associations in India, Nepal, the Philippines and many other countries, which see illiteracy as a shame and fight against this phenomenon.

All these efforts are the more urgent in that it is already obvious that with world's population growth up to the year 2,000, the number of illiterates will also grow by about 20 to 25 million per year. Responsible specialists have made many calculations, made comparisons, warned and accused:

"A single bomber costs exactly as much as the maintenance of 30 new schools." "The reduction of arms expenditures by only 5 per cent could create school places for 100 million children, and 25 million adults could be taught to read and write."

[Extracted from G.D.R. Review]

Experience of Adult Education Teachers : An Interview

Mridula Seth

In one of the villages of Delhi a Centre for women was recently set up to conduct classes in tailoring, machine embroidery and literacy. Plans to expand the Centre's activities, and start a balwadi/creche are under consideration.

The Centre has two teachers. One of them is a native of the village, educated upto 8th standard and draws a salary of Rs. 50 per month. The other, with nearly 20 years' experience, is much senior and gets Rs. 300 per month. She takes classes in tailoring/craft and literacy.

The author, in the course of data collection for her doctoral thesis in Home Science visited this centre. The conversation that ensued between her and the teachers is as follows :

Interviewer : When a person joins classes how do you start teaching her ?

Subject : I start with the letters क, ख, ग. After that from a chart I teach her अ आ.. and the sounds of these letters. Then I teach her to write the letters. They can hold the pencils—they are not *anaari* (simpleton). When they start recognising the letters and are able to associate them with sounds, e.g., क for कबूतर, etc., I teach them to join letters without matras e.g. 'कम'.

Interpretation : *According to the traditional method, the learner must learn the entire script before being able to read and write. This method is considered the best by many workers engaged in adult education.*

Interviewer : Do you know of any other method of teaching adults ? Some people feel that adults do not have the patience to wait for a month.

Hence a new method has been evolved, in which they do not have to wait to learn the entire script for reading. Do you feel the traditional method is better ?

Subject : They (Organizations) sent us some books but we did not gain anything from them. They are going to send us some more books. You can imagine how difficult it would be for a person to read the book if she does not know anything.

Interpretation : *It is important to train the teachers properly before introducing a new method, otherwise they fail to appreciate the merits of the new system.*

Interviewer : Do you feel it is necessary to learn क, ख ?

Subject : Yes, absolutely necessary.

Interviewer : How long do you think it will take them to recognize all the letters in the script ?

Subject : That depends on an individual. But if a learner is coming regularly for 15 to 20 days, it should take her at the most one month to recognise the letters. At present I do not have a black board. I am going to make these girls write on *takhti* (wooden slate).

Interpretation : *The participants sometimes expect the non formal education system to substitute the formal school system, and the methods used in the school are considered appropriate even in adult education classes.*

Subject : I tried the new method but without success. Then I switched over to the chart system. I do not want to boast, but others followed my example and started using charts for teaching. In fact, I had told my colleagues that we cannot afford to waste time by teaching them like parrots and suggested that we should take help of charts. I have found this method effective.

Interpretation : *If teachers commanding respect as leaders from colleagues are not convinced of a method, the system is replaced through informal communication channels. It is desirable to conduct regular training workshops within the organisation, and ideas from field workers should be welcomed. Experts should give proper guidance, and workers' problems should be solved without delay.*

Subject : At present we have grown up girls in the age group of 16-18 years. Some women will also start coming when a *balwadi*/creche is started. These girls did not know anything. I used to draw squares

in their note-books and ask them to write five letters everyday. I distributed notebooks, pencils and rubbers. I asked them to use the rubber and write a letter again and again till they got it correct.

Interviewer : Do you give them home work ?

Subject : Some of them work at home but most of them do not have time. After 2 p.m. they have to get fodder for the animals. If some girls do not come to the centre, I go to their homes to find out the reason for their absence and try to bring them to the class. I have decided to be persistent in this approach. How long will they run away from me? I am sure I will control them one day—that is my belief.

Interpretation : *Persuading participants is important. In a voluntary programme, the adults do not always have the motivation to continue. A good teacher has to pursue them and take personal interest in them.*

Interviewer : Did some girls join and then leave without learning ?

Subject : Yes, many of them came for one or two months and then left. Some of them had to look after the cattle. Some other left when they got a job on daily wages or during harvest time and some could not simply find time, to come.

Interpretation : *Women and girls in villages have to perform various functions at home and on the farm. Some of their activities are seasonal, for example, harvest work. The teacher has to understand their problems and be flexible in her approach.*

Subject : Some of them had learnt something but must have forgotten it by now. A few of them want to

join again and I have told them that they can come any time."

Interpretation : *Sustaining the motivation of adults is very difficult in a non-formal education programme. However, those who discontinue are likely to be inspired again if they find that the programme is functioning smoothly and successfully.*

Interviewer : Is there anyone who has learnt to write a letter ?

Subject : No, but if they come regularly they will be able to write in two months' time. We are also planning to get newspapers at the centre.

(**Interviewer** pointing at the Pradhan's wife present there) : I notice that she comes here everyday but she has not joined the classes.

Subject : I have told them (villagers), specially the Pradhan's wife, that they must come to see the centre. She will also join classes after harvest.

Interpretation : *Involving the local leaders is important. They are able to influence the people and can be effective communication agents. The teacher cannot function in a village successfully without the support of the local leaders.*

Interviewer : Do the learners pay any fees ?

Subject : They pay Rs. 2/- p.m. for sewing and Re. 1/- as admission fee. They are always late in paying their fees, not because they do not want to but simply because they cannot afford to due to economic reasons. At present they are facing a lot of hardship because of the floods. People in this village are hard working and if a dam is made to prevent floods, they are sure to pay the dues.

Interpretation : *Attitude of the people towards a programme will be influenced by their economic conditions.*

Subject : They used to charge a fee of 50 paise for literacy but now it has been abolished because the Department of Adult Education is giving a grant for the programme.

Interpretation : *Government is encouraging people and voluntary organisations to make Adult Education Programme a success.*

Interviewer : Do you think it is right to demand a fee from learners?

Subject : Yes it is very necessary to charge fees. The learners will feel responsible to attend the classes if they have paid the fee. Of course, the amount is not enough to meet the expenses—only small payments like the wages of the sweeper can be made from the amount so collected. But it is important for making them feel the responsibility.

Interpretation : *By paying even a nominal amount, the participants feel more involved in the programme.*

Subject : In some other centres where I have worked, the learners were paying more fee, even upto Rs. 5/-. But in this village they cannot afford more than this. Those who cannot afford to pay the fees should be exempted, as it is done in schools.

Interpretation : *Before deciding on the amount of subscription to be paid by the participants, the local conditions should be studied. Exemption should be given to deserving people. The programme should be flexible.*

Interviewer : I understand that the local people also helped you financially

to start the centre.

Subject : We collected donations from the villagers to get this place white washed, put up wire nets in the windows. We managed to collect Rs. 300/-.

Interpretation : *Involving local people in the initial stages of the programme ensures smooth functioning.*

Subject : Now I have told Sethji (the donor) that we should not ask the local people to make financial contributions till we are able to remove their poverty.

Interpretation : *Adult education programme is only one aspect of the overall development of the village. Efforts should be made to raise the general standard of the people.*

Interviewer : Were the donations given only by the participants or others as well?

Subject : The whole village contributed. I had to listen to many nasty remarks from the people. Had anyone else been in my place, she would have left long time back. But having undertaken the task, I was determined to see it through.

Interpretation : *Starting a programme in a backward village is a difficult task. The teacher has to have determination and should be confident of achieving success inspite of the*

difficult situation.

Subject : The harijan girls were not coming here. So I personally went to them and told them that we will get them work on wages once they have learnt to stitch. But, of course, they must come here to learn first—only then can we show them the way.

Interpretation : *Incentives in the form of wage earning activities motivate learners to participate in the programme. However, for the future success of the programme, it is important that promises are fulfilled.*

Interviewer : Is it necessary to have tailoring classes along with literacy classes?

Subject : Yes, no one will come simply for literacy classes. In the beginning these girls did not know anything. Through tailoring, they have learnt to count and to read bus numbers.

Interpretation : *Literacy is not a felt need of the women. Therefore, other activities must be incorporated in the adult education programme in order to make it attractive.*

Subject : We took them for a picnic. They kept reading the names of places and felt encouraged.

Interpretation : *Outings and excursions strengthen the feeling of 'belonging' to the group.* ●●●

Mass Education under Panchayati Raj : A Proposition

G. Haldar

THE fact that literacy alone comprising three R's is absolutely meaningless for the illiterate masses, especially workers at the grass-roots level, has been generally understood by those working in the field. But the realisation of the proposed ideal of Gana Shiksha or education for the masses, comprising literacy, awareness and vocational skill or ability is certainly a Herculean task. Our progressive middle classes who have been pyramidally built up by the traditional system of education can only brood over the problem but cannot do anything towards its practical imple-

With the problem of illiteracy assuming enormous proportions and the existing programmes not yielding the desired results, any new programme for educating Indian masses certainly deserves consideration. The proposed project for mass education under Panchayati Raj holds promise in that it demands concentrated and localised efforts.

mentation. In fact, this ideal of mass education has gained ground in the thought-world of the progressive elite, only very recently and is not yet ready to be implemented in the field of action.

The infrastructure of the traditional educational activities can easily draw the attention of the masses who cannot or do not think of education deeply. The non-formal education centres have come in the field of education only recently and at present mainly the voluntary organisations are at the helm of conduct of business. Our Government's expectation was that children belonging to the age-group 6-11 would get facilities to complete the scheduled programme of formal primary education. But the expectation has been falsified by the drop-out rate at the N.F.E. Centres set up for age-group 8-14 for realising the goal of functional literacy along with growth and development of awareness and vocational ability of the said group. For the rest of the illiterate work-force of the community falling in the age-group 15-40, A.E. Centres have been in operation since the second decade of this century, and their programmes now are regarded as formal institutional acti-

vities as far as the prevalent mass education is concerned.

If the above types of institutions of mass education had been successful our country would have joined the rank of developed countries. Unfortunately, the Governmental and extra Governmental endeavour has been a dismal failure. The traditional primary schools have no capacity to accomplish the scheduled duties and thereby to satisfy the educational needs of the country. The percentage of drop-outs in primary schools has not yet been reduced. The drop-outs and adult men and women hardly attend the centres set up for them and misappropriation of Governmental funds continues unabated. In the face of these uncontrollable and countless problems a mini project or plan for mass education is being presented here with West Bengal as the sample field for preparing the project.

We know that a vast rural area of West Bengal is administered by the Panchayati Raj institution. First there are the Gram Panchayats which play a decisive role in settling issues and disputes in the villages. At the second level there are Block Panchayat Samities which are regarded as the main executive institutions above the Gram Panchayats. The third institution is the Zilla Parishad whose main function is to supervise and make decisions. Developmental plans for a village are drawn by the Block Panchayat Samiti on the recommendation and suggestions of the elected members of the Gram Panchayat as they are familiar with the problems and socio-economic and cultural conditions prevailing in the village. The Block Panchayat Samiti also arranges for the implementation of these plans under the supervision and control of the

executive officer B.D.O. and extension officers for health, education, agriculture, etc. Hence, we can easily prepare an educational project for execution under the Block Panchayat Samiti, the main executive institution. The project would cover not less than five years, and the follow-suit process would be continued according to the future development needs.

The first step of the project requires determination of expectations which are nothing but the aims and objectives to be achieved by the execution of the plans. (i) So far as primary education in formal schools is concerned the main objective should be to provide facilities which would enable children of age-group 6-11 in each Gram or Election Unit to complete the course of scheduled programme of primary school. Not a single child of the area concerned would be exempted from admission. This is to bring primary education to the doorstep of all the children of school-going age. (ii) In connection with N.F.E. and A.E. Centres, all sorts of facilities are to be provided so that the drop-outs from primary schools and the illiterate adults of the locality concerned may gain functional literacy and develop their awareness and vocational skill or abilities. Here also the controlling aim is to impart functional literacy along with awareness and ability, that is, taking mass education in the truest sense of the term to the door-step of all concerned.

The second step of the project is to survey the Block area and to collect statistical data related to mass education and to establish an allied mechanism of keeping a record of births and deaths in the concerned locality. The essential aspects of the survey would be: the total number of the families living in the said area, family-

based profession, economic condition, social status, etc.; the number of the male and female members of each family with age, education, employment etc.; total number of primary schools; N.F.E. and A.E. Centres of each Block area, number of students now receiving formal education in schools and colleges, etc.; one or more survey proformas containing the necessary items indicated above must be prepared and printed for successful implementation of this second step of the project. As the survey of the locality is a problematic, expensive and tedious job, it cannot be conducted every year. Yet, as each and every Block requires correct statistical data to facilitate continuous developmental work, there is an urgent need to establish a permanent mechanism to keep birth and death account. Additions and reduction in the number may help to calculate the real figure necessary for education and other aspects of the developmental programme every year.

The third step of the project is execution for achieving the specified expectations. At the preliminary step of execution the survey papers are to be perused and the required data are to be organised as per the needs of the educational institutions. In the case of primary schools the following statistics are essential :

- (a) Total number of school-going children of the area ;
- (b) Total number of children attaining the age of 6 or 7 years, who would be admitted to the schools ;
- (c) Required accommodation in the schools if all the children of the area concerned are admitted ;
- (d) The types and standard of books, slate-pencil and other essential

commodities required for both new and old school-going children ;

(e) The number of drop-outs from the primary schools of the locality concerned, etc.

In the case of N.F.E. and A.E. Centres the following essential data are to be calculated from the proforma :

(a) Total number of drop-outs from the primary schools and approximate number of the same who would never attend schools in future even on persuasion (age-group 8-14 years).

(b) Total number of boys and girls in the age-group 8-14 years who never crossed the doorstep of formal schools.

(c) Total number of adult men and women in the age-group 15-40 years who are really illiterate and who can simply put their signature or read and write, to some extent.

(d) Total number of N.F.E. and A.E. Centres in the area concerned and the extra number of centres required for accommodating all mentioned in a, b and c above.

(e) Scope of using school buildings of the locality for the above purpose and extending rural library facilities to neo-literates.

(f) In connection with the development of awareness and skill how and what type of activities can be organised, etc.

The calculation of the aforesaid aspects is to be followed by implementation of the proposed plan. In this respect first of all the Block Panchayat Samiti in collaboration with the members of the Gram Panchayat, local voluntary organisations and educationally conscious people of the locality will

have to form a mobile team who would persuade the guardians and encourage the children to assemble at fixed place and time on a particular day. From there the children would be escorted to the nearest primary school where they would be admitted. This effort may be followed by offering school-dress, *khata*-pencil and other incentives to the new entrants as well as old students of the schools. Moreover, a campaign through postering, contact with local people, discussions, group meetings, etc., may be launched from January/February till Saraswati Puja for arousing the educational consciousness of the masses. Bringing all the children of the locality concerned to the primary schools should be the avowed mission. This may call for the extension of the existing school buildings or construction of new ones. In this connection it may be mentioned that the West Bengal Government has adopted a clear-cut policy of increasing the number of primary schools where and when needed. So it is expected that the Government will favourably respond to the Block Panchayat Samiti's application, if properly submitted, and the required grants will be released as per the needs.

In the case of N.F.E. and A.E. Centres the Block Panchayat Samiti will have to adopt almost the same tactics. But here an all-round effort will be continued throughout the year. More emphasis would be laid on group-meetings, postering, extensive provision of professional activities, using audio-visual aids and appliances, debates and discussions, cultural functions, etc. Library facilities for neo-literates need to be extended. Last of all, each Block Panchayat Samiti will arrange to establish a central institution for peoples' education which will provide all sorts of facilities related to non-formal adult education,

extending a greater part of these facilities to neo-literates, illiterates, drop-outs and people who could not complete education in formal educational institutions.

The final step of the project would be to review the activities and the policy adopted in the previous year, and find ways and means for overcoming the errors committed. The evaluation would be in relation to the aims or objectives of the project. This would give the authorities an idea about the development made, and the new methods and techniques to be adopted.

The project, however, may pose some problems related to authority and jurisdiction of the District School Board and Inspectorate of the Education Department so far as primary education is concerned. The District School Board, for example, is the authority to appoint extra teachers, to sanction grant for a new school-wing, etc. For academic as well as administrative affairs, the Sub-Inspectors of schools under the District Inspector (Primary Section) are mainly responsible for schools under the jurisdiction of the respective circle. The State Government may solve these problems by reshuffling and reorganising the existing structure. For example, the area of the circle under the Sub-Inspector may be tagged with the area of the Block Panchayat Samiti, whose suggestions and recommendations should be the guidelines for Sub-Inspector of Schools for the development of primary education in the locality.

As for the N.F.E. Centres, both the Central and State Governments have their respective quota which they allot, through the education department of the State Government, to the applicants like recognised schools, registered clubs, and voluntary organisations, who are

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Overhead Projector : Its Role in Adult Education

S. A. Ahmad

With the usual effectiveness of visual aids in driving home a point, an overhead projector not only affords variety in projection but can also be used in broad daylight. The device, the author feels, can be exploited for training field-level functionaries in spite of the fact that it is electrically operated and not so easy to maintain.

WHEN we talk of mass communication audio-visual aids, such as, Radio, Cinema T. V., V. C. R., Tape recorders, and their applicability in any rural development or adult education programme, a very vital question often asked is—how far these aids could be best applied in rural areas. The fact that these aids are run with the help of electricity or battery or even generator sets, reduces the possibility of their being used in rural areas, specially in our country. On the other hand, we are confronted with the reality that there has been an increasing demand of visual aids in many developing countries including ours. Now, the question is, can we strike a compromise between these two different views and find out ways to make best possible use of these aids for developmental programmes?

Let us take, for example, overhead projector and try to find out different possibilities of using it in best possible manner. It is true that like other expensive visual aids, overhead projector too requires spare parts and materials which are neither easy to obtain nor easy to repair and above all it requires electricity which restricts its use to only electrified areas. However, this would not mean that this aid cannot serve at all the purpose of rural

or adult education programme. As an effective communication aid, it can serve effectively the purpose of training field-level functionaries, and can be adapted or modified in diverse ways to serve the purpose of different training needs arising out of different situations.

What is an Overhead Projector ?

It is a means of projecting an image on a transparent film on to the screen or wall. The biggest advantage of this type of a projector is that it can be used in diversified manner as the material can be prepared in advance and combined in many ways for projection. It can even be used where it is to be operated in day light without darkening the place. This hardly affects the normal flow of training proceedings. It also helps in motivating participants and concentrating their attention on vital issues emerging out of the proceeding.

How can it be best used ?

While using this projector in the training programme for field level adult education functionaries, the following major points should be taken into account :

- Important points mentioned by trainers, experts, participants should be written on the transparency only.

- While writing letters and symbols on transparency, care should be taken that the matter written is big enough to be seen by all the participants.
- Care should also be taken that not everything is in writing only. Drawings and diagrams with a few explanatory words are always better. Long texts should always be avoided.
- The trainer must not forget to switch off the projector after use or when he or she would like the participants to concentrate on other things.

'Programming' Overhead Projector

The effectiveness of this easy to operate visual aid would depend much upon the skill of the trainer, that is, how he selects different subjects relevant to the training programmes and whether he can 'programme' it in a manner that would put the training contents in a sequence. Thus, the 'programming' on the overhead projector would depend upon the following :

- the purpose of the training programme and the content area decided accordingly;
 - the level of education of the participants of the training programme;
 - skills and talents among the participants in order to make 'programming' participatory;
 - available materials on the content areas of the training programme, such as, stories, pictures, charts and booklets for proper adaptation*;
 - visiting faculties, resource persons and artists.
- Besides considering and combining all these resources for preparing different programmes for overhead projector, it is extremely essential to identify various content areas based upon the needs, the type of training programme and its content/subject area. The type of materials which could be prepared by the trainers before the training programme is conducted, and by the participants, if time allows, during the training period, may be listed down as follows :
 - Story themes on slides in sequence, on motivation, leadership, and behaviour, in order to make the participants more extrovert, open and participatory, in the beginning of the course.
 - Slides based on important aspects of training, such as, group dynamics, conducting meetings, skill of interview and interaction with outsiders.
 - Slides based on different methods of teaching and learning. This should include both literacy and numeracy aspects.
 - Slides based on success story may be of a successful adult education project, or instructor or supervisor showing different incidences which led to some successful events.
 - Slides based on functions of different functionaries, that is, role of project officers, supervisors and instructors.
 - Slides based on functionality and awareness aspects. Here functionality may include a success story of a villager who starts a small business besides his major profession, that is, agriculture, and awareness may include their legal rights

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Attitude of Harijan Women towards Education : A Comparative Study of a City and Surrounding Villages

R. K. Srivastava
and
B. Rawat

OUR Constitution provides concessions and social provisions for scheduled-castes, scheduled-tribes and other backward classes in the field of education in the form of freeship, scholarship, book-aids, etc. Various programmes are being launched by the Government and other bodies, to provide them better education on these concessions and to uplift their social-status. The efforts have resulted in some development in their education as observed by

Recognised as the best instrument of social control and change, education has a special significance for women who are the backbone of the family in any society. The present article studying the attitude of Harijan women towards education in a socially and economically backward district of U.P. puts forward some suggestions and issues for further investigation.

Nathulal (1971) and Patwardhan (1973). But in spite of all these efforts, the progress is not satisfactory as is revealed by the study undertaken by Sachidanand (1971) and the NCERT Survey (1975).

The Garhwal region of U.P. constituting five districts of Chamoli, Pauri, Tehri, Uttarkashi and Dehradun is a socially and economically backward region. Of these districts Tehri is the most backward, lagging behind the region as a whole. This is true even with respect to literacy as was observed by Uniyal and Shah in their study in 1979 (see Table 1).

Table 1

	Region as a whole	Tehri Distt.
Total Literacy	29.15%	19.27%
Male Literacy	13.96%	36.38%
Female Literacy	44.67%	4.92%

It is evident from Table 1 that the percentage of female literacy is very low in Tehri Distt. The education of the women, it is emphatically felt, is vital for the district's development. For, women are the backbone of the family in any society and specially so in hill region because they play an important role not just inside the home but outside the boundary of four walls as well.

The condition of schedule-caste families is more miserable.

"The education can grant them better social status and can open flood-gate of aspirations for their children. The axe of education can cut down the thick roots of traditions, superstitions, ignorance, backwardness and pave way for modernizations." (Saran, 1978)

Kothari Commission (1964-66) has suggested to use education as a lever for the improvement of their conditions. Though various concessions and facilities are being provided by the Govt. and other bodies to encourage their education, the progress made is not satisfactory. Various co-factors like low-earning, economic status, social status, attitude, interest, and level of aspirations, could be responsible for this state of affairs. But there is no denying that the attitude is the most important and dominating factor. The authors intended to make a comparative study of the attitude of urban scheduled caste and rural scheduled caste women towards education, particularly in hill area. But due to paucity of time and limited resources the study was confined only to Tehri city and its nearby villages.

Objectives

The main objectives of the study were :

- (i) To find out the attitude of Harijan women, residing in urban and rural areas, towards education.
- (ii) To compare the attitude of Harijan women residing in city area with the attitude of Harijan women in the villages near to the city.
- (iii) To explore the difference between the attitude of harijan

women in the city and nearby villages, towards education.

Hypotheses

- (i) There is no significant difference in the attitude of harijan women of city area and that of its nearby villages, towards education.
- (ii) There is no significant difference in the attitude of literate harijan women and illiterate harijan women, towards education.

Research Design

Normative survey method was employed to collect the data and a 2×2 research design was used for the study.

Construction of Questionnaire

The authors prepared a two-point questionnaire to measure the attitude of harijan women towards education. The total questions prepared were 56 in number. They covered the five dimensions of attitude, viz, ideas (14 questions) ; beliefs (14 questions) ; interest (11 questions) ; myths (8 questions) and religion (9 questions). The subjects were asked to give response in 'Yes' and 'No'. This questionnaire was used as schedule while interviewing illiterate harijan women. The responses were recorded in 'Yes' and 'No'.

Sample

The sample comprising a total of 140 harijan women was selected on the basis of stratified random sampling. Out of these 55 were from Tehri city and 85 belonged to nearby villages. 28 were literate and 112 were illiterate. The literate women were asked to give frank responses and the illiterate were interviewed freely.

Treatment of Data

The information collected was first recorded systematically in the tables and then arranged further to process the data statistically. X^2 -test was used to analyse the data for ascertaining the reliability of the study.

lished as significant even at 0.20 level of significance.

A graph was plotted on the mean of 'Yes' values (as given in Table 1) for the various dimensions of attitude towards education and it was observed that the scheduled-caste women of Tehri city

Table 2

Mean values of the dimensions of attitude of harijan women residing in Tehri city, and its nearby villages towards education

Dimension of attitude	Urban women N=55		Rural women N=85		χ^2	Significance at levels
	Yes	No	Yes	No		
Ideas	44.6	10.4	70.3	14.7	0.058	P=0.90 $\angle \chi^2 \angle 0.80$
Interest	50.0	3.0	70.0	15.0	4.427	P=0.05 $\angle \chi^2 \angle 0.02$
Beliefs	52.00	5.0	75.0	10.0	0.242	P=0.70 $\angle \chi^2 \angle 0.50$
Myths	23.0	32.0	55.4	29.6	7.163	P=0.01 $\angle \chi^2 \angle 0.001$
Religion	35.6	19.4	46.0	32.0	1.496	P=0.31 $\angle \chi^2 \angle 0.20$

Table 1 shows that the value obtained of X^2 for ideas is significant at 0.90 level of significance but not significant at 0.80 level of significance. The obtained value of X^2 for interest is significant at 0.05 level of significance but not at 0.02 level of significance. The obtained value of X^2 for beliefs is significant at 0.70 level of significance but not 0.50 level of significance. The obtained value of X^2 for myths is significant at 0.01 level of significance but not at 0.001 level. The obtained value of X^2 for religion is significant at 0.30 level of significance but not at 0.20 level of significance. Thus, it can be concluded that there is no significant difference between *ideas* and *beliefs* of urban and rural scheduled caste (harijan) women towards education in general. But they differ significantly in *interest* and *myths* towards education. There is some magnitude of difference between the views expressed in *religion* dimension pertaining to education by the urban and rural harijan women though the difference cannot be estab-

differ significantly from the scheduled-caste women of nearby villages in the dimensions of interest, belief and myth. It confirmed the observations of X^2 testing.

Hence we conclude that the harijan women residing in Tehri city differed in sum total attitude towards education from the harijan women residing in the nearby villages.

Therefore, Hypothesis No. 1 could not be accepted.

Table 2 shows that all values of X^2 were found to be highly significant at 0.05 level of significance. Hence we conclude that the illiterate harijan women differed significantly from the literate harijan women in the idea, interest, belief and myth dimensions of attitude towards education. The obtained value of X^2 for the religion dimension was significant at 0.05 level of significance. Another graph was plotted for the 'Yes' mean values given in Table 2. It was observed from the

Table 3

Mean values of dimension of attitude of illiterate and literate Harijan women towards education

Dimension of Attitude	Literate Harijan Women N=28		Illiterate Harijan Women N=112		X ²	Significance level	
	Yes	No	Yes	No			Level
Ideas	28.00	0.0	86.0	26.0	7.982	0.01	Level
Interest	28.00	0.0	95.0	17.0	4.934	0.05	"
Beliefs	27.0	1.0	112.0	0.0	4.029	0.05	"
Myths	17.7	10.3	93.3	18.7	5.604	0.02	"
Religion	16.0	12.0	78.5	33.5	1.711	0.20	"

graph that literate harijan women differ from illiterate harijan women in idea, interest, belief, myth and religion dimensions. Hence there was significant difference between the attitude of literate harijan women and illiterate women towards education. Hypothesis No. 2 therefore could not be accepted.

Conclusions

On the basis of the analysis of the data and interpretation, the following conclusions were drawn:

1. Harijan (scheduled-caste) women residing in Tehri city were found to have a better attitude towards education than those residing in its nearby villages.
2. The literate harijan women showed more favourable attitude than illiterate harijan women towards education.
3. The (harijan) women residing in Tehri city and its nearby villages are improving their interest towards education due to efforts done by NAEP centres and N.S.S. activities.
4. It is evident from this study that the value of belief is increasing in the attitude of rural and urban harijan women towards education.

5. Myth is still an adversely affecting dimension of attitude of harijan women towards education.

Suggestions

For Educational-Planners

- more facilities should be extended to the schools for the education of harijan girls ;
- preference should be given to women-teachers in girls school ;
- teaching machinery should be advised to take more interest in the education of harijan children.
- harijan girls should be motivated for higher studies as well ; and
- various programmes should be organised in the 'harijan-basties' regarding the importance of education.

For Investigators

Investigators should study the various aspects of the education of scheduled-caste communities in order to bridge the gap between them and other higher sections of the society. The studies ought to be conducted on large samples of harijan families.

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OVERHEAD PROJECTOR: ITS ROLE IN ADULT EDUCATION

(Contd. from page 26)

and duties. These could be presented in a story form.

Advantages of Overhead Projector

- Thus, if overhead projector is used in a proper manner, combining all the factors discussed earlier, it can prove to be an effective instructional visual aid for training as well as for participants. Some of the advantages of this projector are :
- Even if the image is projected high on the wall, it will be easy for the participants to see it.
- Under proper conditions, screen image can be made long enough to be seen by even near sighted participants at the back.
- Action report supplied by the trainer, as he/she writes, underlines that colours or manipulate-masks, or overlays, captures and holds participants' attention for their participation, facilitates their learning.
- In view of the fact that oral presentation seldom produces effective communication, the use of this projector could benefit the learning process in many ways.
- Transparencies can be prepared in advance, presented in the training session exactly at a time when they are required and can be removed quickly when the need is no more there.

Thus, overhead projector as an effective tool of communication can be of great use for the training programmes of adult education functionaries, though of course, it would have been ideal, if this could be taken to the field, ●●●

Mass Education under Panchayati Raj

(Contd. from page 24)

able to conduct one or two, or more N.F.E. Centres in rural areas. As a result the Block authority does not know the exact number of N.F.E. Centres running within the area. Under these circumstances no mass education project can be successfully implemented unless the responsibility for establishing any such centre is shared with the Block authority. The concerned Block authority must be informed and it should be made compulsory to seek permission for running such centres in the area. To make the Government's non-formal education scheme a success the existing responsibility, rights and duties need to be shifted, reorganised, reoriented and properly placed in such a manner that the representatives of the villages may get an opportunity to do something for the masses.

In the case of A.E. Centres of West Bengal such problems generally do not arise because of the fact that these centres in the Block area are directly under the supervision of the Social Education Officers of the Block. District Social Education Officers allot and recognise the A.E. Centres conducted by the voluntary organisations, registered clubs, societies and so on, but the Block Social Education Officers are directed to supervise, administer, conduct examinations, etc. However, for the successful

implementation of the proposed project it may be suggested that in addition to the tagging of Sub-Inspector of Schools to the Block authority and the Social Education Officers of the Block, extra suitable personnel trained in the subject may be appointed by the Block Panchayat Samiti.

Well organised survey work is an important factor for the success of the proposed project. The statistical data as well as theoretical aspects of the survey work are the basis of not only educational but also economic, social and cultural projects which the Block Panchayat Samiti may plan to adopt. The survey will also minimise the burden of census work and directly help to correct the voters list if the mechanism of recording births and deaths is established as an unavoidable function of the Block Panchayat Samiti. Moreover, this is another positive method of controlling the abnormal growth of population and direct as well as indirect method of birth control. Parents of two children normally hesitate and feel shy to record the birth of the third child. While recording, the recorder may put his/her appeal, suggestion and relevant advice regarding the birth of the third child. This system is likely to make parents more conscious than the written material on posters or signboards.



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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 several UNESCO publications. The Indian Journal of Adult Education, a mouthpiece of the Association, is the only one of its kind in the country.

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

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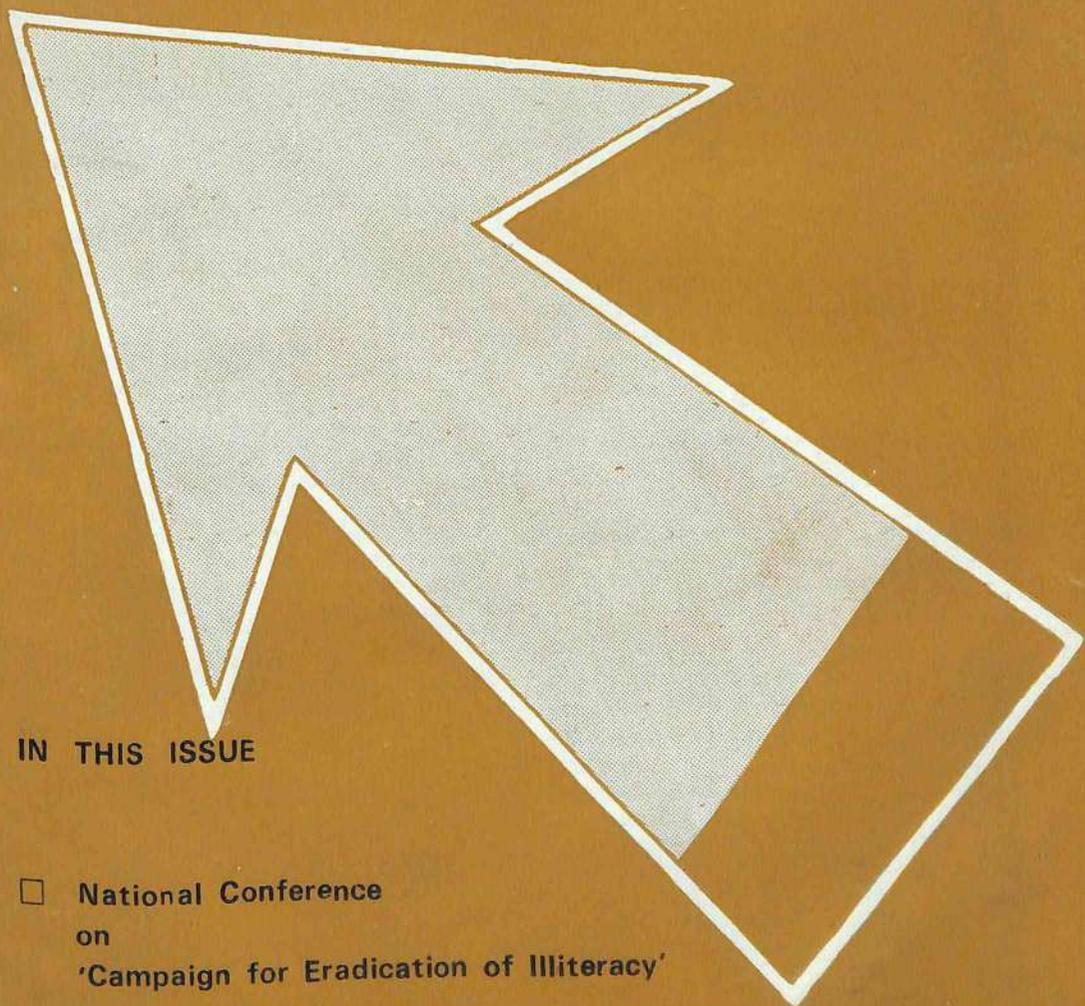
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Indian Journal of ADULT EDUCATION

Vol. 43 No. 8 and 9

August—September 1982



IN THIS ISSUE

- National Conference
on
'Campaign for Eradication of Illiteracy'

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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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This issue of Indian Journal of Adult Education is based on one-day National Conference of Voluntary Agencies on 'Campaign for Eradication of Illiteracy' organised by Indian Adult Education Association on July 26, 1982, in New Delhi.

is the critical question of how to organise and develop literacy campaign in the context of development. The nitty gritty aspects of programme planning and development organisation, manpower development, training of project personnel and people for development are not identified or discussed. This is continuing lacuna of a disturbing kind in most of the deliberations related to developmental matters and adult education is no exception. But the strong and clear suggestion for adopting a district for demonstration is the best possible opportunity to translate many of the forward-looking and innovative ideas in making adult education come alive in a dynamic way on the ground. The question then is how to go about adopting a district and developing a programme of eradication of illiteracy through campaigns as part of a total developmental process. Campaigns essentially are mechanisms for creating live and meaningful interest in and commitment for solving problems and creating initial atmosphere, momentum and infrastructure, but continuation of this requires perspective planning and the development of programmes with innovations built into them. This is particularly true of adult education as part of developmental programmes. Having said the above, there is need for honest appraisal as to how many of the non-governmental organisations interested in adult education have the willingness, the capability, the outlook for adopting a district, or even for that matter a block. If it is mainly organising of adult education classes in a given district geared to achieving mechanical kind of increase in adult literacy, the task is not worth pursuing. This would be merely a replication of the static which is so much a part of our adult education effort. But if literacy campaigns and other accompanying programmes are taken seriously, it means adult education needs to be integrated into the overall development of the district. This requires among other things the idea of area and social planning which takes into its gamut the whole developmental infrastructure and manipulating change in and through it. The capability of voluntary organisations to undertake such tasks in this country is severely limited. The willingness and capability of many would not inspire confidence, in spite of visibility. While the idea is a very laudable one, the challenges posed by it are very serious. If adopting a district is to be seriously undertaken, the following needs to be taken note of or done :

- 1) Honest self-assessment of the organisation that proposes to undertake the adoption of a district—its history, strengths, limitations and outlook ;
- 2) A survey of a very careful and thoughtful kind of the district against the background of its status and the potential it holds for further development keeping in mind the critical role of adult education ;
- 3) Identification of resources, human material and organisational, the overall question of needs-assessment ;
- 4) A developmental strategy arising out of the overall assessment and study ;
- 5) A plan of action for Five Years based on the above (4) and strategy of all the available data—social, demographic, organisational and development.

These would require intense preparation over a considerable period of time not only to plan and build capability, but also have assured finances. The key elements further required are involving the people at all stages and getting the Government cooperate at every stage.

To begin with it may be sagacious to have 6 to 8 non-governmental organisations with requisite capability or potential to undertake the same.

The Indian Association for Adult Education could take the lead in this by calling for an intensive and productive result oriented workshop based on data of one district to begin with, a rural one. A flexible model may be prepared by the workshop based on the data.

Leadership in development including adult education has been too long pre-occupied with conferences, seminars and workshops that are weak in goal orientation and productivity. The time has come to demonstrate something meaningful and vital. Here is a challenge of a difficult and meaningful kind, but in the long run a rewarding one. Accepting it seriously is half the challenge. ●●●

Eradication of Illiteracy : Towards a Comprehensive Programme

S. R. Mohsini

Director, Indian Adult Education Association

ON July 26, 1982, Indian Adult Education Association organised a national Conference of Voluntary Agencies on "Eradication of Illiteracy" in New Delhi. Over 100 delegates from all over India participated in this one-day Conference. It was inaugurated by Shri Bhagwan Sahay, President, Indian Literacy Board, Lucknow and Shri V.S. Mathur, President, Indian Adult Education Association, presided.

Shri Bhagwan Sahay and other speakers highlighted the multifarious issues involved in the implementation of the massive programme of adult education in a vast country like India. These issues were further discussed at length by the participants at the group discussions held during the post-lunch session. The Conference concluded with the adoption of a 'Declaration' and a 'Plan of Action' based on the past experience in the field, along with the recommendations made in the four group discussion reports. The omissions and failures of the previous literacy drives formed the underlying theme of the Conference. It is, therefore, desirable to begin with a brief historical perspective of the efforts so far made to remove illiteracy.

Literacy and post-literacy work for common men and women was started in India during the last quarter of the 19th century by those interested in social reform with a view to removing

the injustice inherent in the system which denied to the masses access to culture. As a result, literacy classes were conducted and libraries and reading rooms were opened. But these were confined to only those few pockets in the country where social reformers could muster enough strength to organise such activities.

Literacy Work as Part of Constructive Programme

In 1920, under the dynamic leadership of Mahatma Gandhi the struggle for freedom was intensified and took the form of 'mass movement' which released abundant energy throughout the country. After the suspension of the movement in 1922, Gandhi with his unique technique of 'alternating political activity with periods of constructive work' directed this stupendous energy towards his constructive programme which also included organisation of night schools and literacy classes. People following the direction shown by the great leader organised in cities, towns and villages, literacy classes for illiterate adults. The common men who were to take part in the institutions of self-government, it was felt, must be able, at least to read a newspaper. National schools and colleges, which owed their existence to the mass movement, took active part in literacy work. A few provincial governments also started

having some provisions in their budgets for adult literacy. People with political awareness, their leaders and a few provincial governments continued to pay attention to literacy work. But it could not gain momentum.

Mass Literacy Movement of 1937

The literacy work took the shape of a mass movement in 1937 after the installation of Congress Ministeries in the provinces. The first mass literacy drive was launched in Bihar by setting up of a Mass Literacy Committee, consisting of official and non-official members with Education Minister as the Chairman. The Central Committee, through Area Committees constituted on a similar pattern at district, sub-divisional and village levels, enthused teachers, students and others to organise literacy classes on voluntary basis. The literacy work in the field was supplemented by literature published for the purpose and by the establishment of village libraries. A fortnightly bulletin was also published and distributed to the centres. Similar programmes and activities were organised in other provinces as well. But nowhere was there any provision for the maintenance of the libraries or for organising other educational programmes to help neo-literate adults retain their newly acquired literacy skills and make use of them.

More than six per cent increase in the literacy figures during the decade 1931-41, however, seems to a great extent, due to the mass literacy movement. But after the resignation of the Congress Government in 1939, the movement came to an abrupt end and the fervour and enthusiasm for literacy education subsided. Most of the libraries set up during the mass movement quickly went out of existence. One has to assume that a large number of adults made

literate during the campaigns, as well as school drop-outs, relapsed into illiteracy, as the growth rate of literacy came down to 0.57% in the decade 1941-51.

The Period of Experimentation (1939-48)

After the Mass Literacy Movement was suspended, literacy work was continued in Bombay and Mysore by non-official organisations with financial assistance from the State Governments. There were some other private organisations which reorganised their work in the light of practical experiences gained during the mass literacy campaigns. The systematic and experimental work of all these organisations pointed towards the direction that the adult education movement was required to take.

All the experiments conducted in Delhi, Calcutta, Bombay and Mysore by Idara Talim-O-Taraqqi, Bengal Social Service League, Bombay Literacy Committee and the Mysore City Literacy Council, respectively, made the adult educators realize the need for establishing permanent centres for adult education and for making them attractive for the literate, neo-literate and illiterate adults of the community. The workers engaged in adult education also came to believe that literacy had no value if it did not provide to the adults general education and create in them general awareness and civic consciousness. They also became aware of the fact that illiterate adults either did not have at all or inadequate motivation to acquire literacy skills. There was a need to organise diversified, interesting and attractive programmes and activities in the literacy centres. The scope of the centres, therefore, did not remain confined to literacy education. There were organised in these centres, besides literacy classes, post-literacy classes, adva-

ned literacy classes, short courses on subjects for which a need was felt in the community, and extension lectures on topics of general interest and national importance. Arrangements were also made to have film shows, exhibitions, recreational activities, cultural and social programmes, reading clubs and libraries. Some of the agencies developed the use of wall newspaper as a medium for general education. Others organised residential education programmes for general education and for creating general awareness. Some others devoted their resources and energy to special programmes for women's education. They developed programmes and activities around such diversified themes as child care, family welfare, health education, sewing, embroidery, knitting and doll-making.

mes and activities were organised on a massive scale under social education, and efforts were made to integrate them with agricultural extension services. Literacy work was also intended to be linked with developmental activities. But enough attention could not be paid to literacy instruction and to programmes and activities needed for the retention of literacy skills. Literacy got lost into a maze of multifarious programmes and activities started under the umbrella of social education with a view to mobilising people for participation in community development programmes. It was expected that expansion of school education would achieve the universal literacy so essential for democratic functioning and for achieving the targets of development fixed by the Five Year Plans.

Various experiments conducted during 1939-48 made the workers engaged in adult education realise that literacy had no value if it did not provide to the adults general awareness and civic consciousness.

Literacy Work under Five Year Plans

After Independence, it was felt that adult education should be geared to get people's participation in community development programmes. 'Social Education', the term which replaced 'Adult Education' was made an important component of community development and it included most of the programmes and activities which were developed by adult education agencies during 1939-47, for general education, and for creating general awareness and civic consciousness. These program-

Gram Shikshan Mohim (1961-63)

Under the umbrella of social education, adult literacy classes were started here and there and after running in isolation for some time they would come to an end. It was in 1959, for the first time after Independence that the idea of mass movement for literacy was experimented in Satara District of Maharashtra. The enthusiasm created by this movement both among the people and government functionaries led to the extension of the campaign to other districts on April 17, 1961 under the name of Gram

Shikshan Mohim. The following were the main objectives of the movement:

- Eradication of illiteracy of the adults within the age group 14-50 by starting literacy classes ;
- Retaining literacy and enriching the knowledge of neo-literates through circulating library; and
- Bringing about all-sided development of the village through social education centres.

The campaign, which was voluntary in nature and organised by a Committee consisting of 10 to 15 official and non-official members, was to last for four months during which period the whole village was to be made literate. The campaign was preceded by adequate publicity and creation of necessary background and atmosphere which enthused both the villagers and the workers to take active part in the scheme. Over a million people were made literate during the Gram Shikshan Mohim, and literacy in Maharashtra increased from 34.27% in 1961 to 44.94% in 1971.

The standard of literacy attained during the four months of Gram Shikshan Mohim was very low and there was no regular follow-up or an effective programme to help neo-literates use their newly acquired literacy skills. A follow-up evaluation of the Mohim undertaken by the Planning Commission revealed that a large number of those made literate during the campaign relapsed into illiteracy.

Inspired by the experiences of the Gram Shikshan Mohim and shocked by the slow growth rate of literacy, the planners realised the urgency of taking effective steps to tackle the problem of illiteracy. Towards the end of the third Five Year Plan, the Planning Commission approved the idea

of State Governments initiating pilot projects in the field of literacy, so that massive literacy campaigns be taken up during the Fourth Plan period on the basis of experience gained in implementing these pilot projects. Some State Governments did organise literacy campaigns. But they had no institutional basis and lacked continuity. There was either none or inadequate follow-up programme. The result was a considerable wastage of efforts and revenue.

The Education Commission (1964-66) recommended the use of selective approach along with mass literacy drives for combating illiteracy in the country. Literacy instruction, when organised for a selected homogeneous group, can be made functional by including such items in the programme which might advance their occupational and vocational interests. During the Fourth Plan period, the work of spreading literacy among the masses was left to voluntary efforts and local community resources, and the Government concentrated on conducting the Farmers' Functional Literacy Programme (67-68). It was a part of the experimental World Literacy Programme and was confined to the districts chosen for introducing high-yielding varieties of seeds and a package of improved agricultural practices.

The duration of the functional literacy course was one year divided into two phases of six months each. The curriculum of the course was so designed as to enable the farmers to perform satisfactorily all the functions necessary for high yielding variety programme. The course was supplemented by the Rural Radio Forum and the Agricultural Extension Services. The Report of the Committee appointed for the evaluation of the Programme (1977-78) indicated relatively good performance of the adults made literate under the Programme

and a low rate of drop-outs which reflected strong motivation on the part of the learners. The ultimate objective was to set up a functional literacy project in every district, but only about 140 out of 402 districts were covered by 1977-78.

Urban Adult Education Project based on Selective Approach

There were launched in urban areas also some adult education projects based on selective approach. One such programme was started in 1957 by the Ministry of Labour for industrial workers under the Central Board of Workers Education. The Regional Centres of the Board organised leadership training courses for trade union leaders to make them aware of the important role that workers can play in the socio-economic development of the country. Another experimental project known as 'Workers' Social Education Institute' was started by the Ministry of Education at the end

Another scheme of urban adult education was started by the Ministry of Education with the assistance of UNESCO in 1967 for establishing Poly-valent Adult Education Centres to organise integrated educational and training courses of varied duration after identifying the specific needs of a particular group of industrial workers.

The work of these experiments was found satisfactory by the committees appointed from time to time for the evaluation of these projects. These committees considered it worthwhile to continue these efforts, and improve and extend them further.

Non - formal Education under Fifth Plan

Education, no doubt, was considered by the national leaders and planners as the most important single factor in achieving economic development and technical progress, and in creating a so-

“Education no doubt, was considered by the national leaders and planners as the most important single factor in achieving economic development and technical progress, and in creating a social order based on freedom, social justice and equal opportunity.”

of the First Five Year Plan. They organised multifarious programmes for workers, such as, literacy and post-literacy classes, craft classes for women, coaching classes for preparing young workers for the middle or higher secondary school examination. Extension courses in English and other subjects were also conducted. Occasionally, cultural and social activities, extension lectures and exhibitions were arranged.

cial order based on freedom, social justice and equal opportunity. Every effort was, therefore, made under the first four Five Year Plans to educate the poor and the disadvantaged sections of the society constituting more than 50% of the Indian population, by extending the formal education system to them. This did not work as the children of worker sections either did not join school or left it soon after joining it or did not achieve

much even if they remained in school for a reasonable period of time. They could not get the benefit of formal education as it was based on single point entry, sequential annual promotions and rigid examination, and required full-time attendance of students.

A new strategy was evolved to extend the educational facilities to the disadvantaged and the deprived sections of the society outside the formal system of education. A major scheme was launched in 1975 to develop a large-scale programme of non-formal education at all stages meant specially for under-privileged children, youths and adults. These programmes were to be related to the needs and aspirations of learners and to be based on local environmental conditions. The scheme envisaged the setting up of one Nehru Youth Centre in each district. The major programme of these youth centres was to hold youth classes, especially for those who could not enter secondary schools. Short courses were to be organised on such current topics as trade, politics, economics and general science. Youth centres were also expected to hold discussions on all problems that concerned youth and to organise various regular and short-term courses, especially designed to develop special skills of young men and women, and involve them in the production process. The centres were also supposed to hold exhibitions and science fairs, arrange for physical education and recreation, organise educational film shows, publish youth bulletins, and provide facilities for literacy and post-literacy education.

National Adult Education Programme

The main thought of the educational reconstruction and reforms, as recom-

mended by the Education Commission (1964-66) had been that education should not be equated with the formal school system and that there shall be organised, outside the formal system, educational programmes based on multiple-point entry and part-time and own channels of study. The Commission recommended development of programmes of non-formal education on a large scale for both out of school children and adults, so that elementary education may be universal and illiteracy may be liquidated. The Commission emphasized that as a base for the country's development, the percentage of literacy needs to be increased to 60% by 1971, to 80% by 1976, and illiteracy liquidated by 1986.

The recommendations of the Kothari Education Commission were considered by the Government of India and the Resolution on National Policy on Education was issued in 1968. The National Policy stressed the need for liquidation of mass illiteracy 'not only for promoting participation in the working of democratic institutions and for accelerating programmes of production, specially in agriculture but for quickening the tempo of national development in general.'

The programme of non-formal education for out-of-school children and youth was started under the Fifth Five-Year Plan, as stated earlier. The outline of National Adult Education Programme for eradication of illiteracy was discussed at the first meeting of the National Board of Adult Education established in 1977 on the recommendation of the Kothari Commission. The programme was, however, formally inaugurated on October 2, 1978. According to the Policy Statement made by the Government, National Adult Education

Programme, while emphasising acquisition of literacy skills was also to be:

- relevant to the environment and learners' need ;
- flexible regarding duration, time, location, instructional arrangements, etc. ;
- diversified in regard to curriculum, teaching and learning materials and method; and
- systematic in all aspects of organisation.

The outline of NAEP suggested the following types of programmes to be organised under the scheme :

- Literacy with assured follow-up.
- Conventional functional literacy.

citizen; and awareness seeking to arouse a sense of social obligation and consciousness about the manner in which the poor are deprived of the benefits of the various laws, policies and facilities designed for them. It was assumed that these objectives would be realised through a basic programme of 19 months to be followed by post-literacy and follow-up activities. It was also intended to link up the programme with other development programmes of the Government.

The Directorate of Adult Education at the Centre and State Resource Centres were to provide guidance and technical assistance for the programme.

The 1968 National Policy on education stressed the need for liquidation of mass illiteracy not only for promoting participation in the working of democratic institutions and for accelerating programmes of production, specially in agriculture, but for the tempo of national development in general.

- Functional literacy supportive of a dominant development programme.
- Literacy with learning-cum-action groups.
- Literacy for conscientisation and formation of organisations of the poor.

The target of the National Adult Education Programme was to cover by 1984 the entire illiterate population in the 15-35 age group that was estimated to be 100 million in 1976. The programme consisted of literacy, functionality and awareness with literacy comprising reading, writing and numeracy; functionality aiming at improvement in the learner's skills and capabilities in the discharge of his functions as a wage earner, as a member of the family and as a

At the field level every project was to have 30 illiterate adults in each of the hundred centres, 100 instructors, 3 supervisors and one project officer. The instructors were to be employed as part-time workers on a monthly allowance of Rs. 50/-, the supervisors and project officers were to be employed on full-time basis on a monthly salary of Rs. 500/- and Rs. 700/- respectively. The programme was visualised to be implemented by official and non-official agencies, educational institutions—universities, colleges and schools. Before, the NAEP, adult education classes had a total enrolment of 675,000. In 1978-79 it increased to 2,171,000 and in 1979-80 it rose to 2.6 million against the projected enrolment of 4.5 million.

J.P. Naik Committee on Post-literacy and Follow-up Programme

On the advice of the National Board of Adult Education, the Minister of Education appointed in February 1979, a committee on the post-literacy and follow-up programmes under the chairmanship of late Shri J.P. Naik. The Committee recommended the following operational models for the organisation of post-literacy and follow-up programmes:

1. Village Continuing Education Centre
2. Education Centre with Continuing Education facilities
3. Mobile Library with Continuing Education facilities
4. Existing Village Library with Continuing Education facilities

All these models were to provide library services for the neo-literates and to organise some need-based courses in general or vocational education, as provided in the fifth model. The sixth model was suggested to provide opportunities for the students to participate in adult education activities. However, not much was done in this respect and in October 1979 a committee was appointed under the chairmanship of Dr. D.S. Kothari to review the working of the NAEP in all its aspects and recommend some modifications that would improve its implementation.

Kothari Review Committee on NAEP

It was indeed surprising to many as to how the working of such a gigantic scheme as NAEP spread over all parts of the country could be reviewed fairly within a year of its being launched. There were perhaps many factors that

led to the appointment of the Review Committee. To mention a few, the high publicity given to the allocation of Rs. 200 crore to NAEP created apprehensions among some sections of the society. They feared that the implementation of a project of Rs. 200 crore might end up in frustration and wastage of a considerable amount of efforts and resources, as in their opinion, NAEP was not based on a workable model or on an accomplished experiment. Secondly, within a few months of the working of the NAEP there was general criticism in some political circles that Adult Education funds were not being used for the purpose for which they were sanctioned. Thirdly, the States' demands for higher assistance from the Centre for elementary education were curtailed and the development grants of the universities were drastically reduced. This situation led to the lobbying that was conducted on the basis of sectoral rivalry with primary education and higher education on one side and adult education on the other. Finally, the change of Government at the centre at a time when the Sixth Five Year Plan was being finalised, made it necessary for the new Government to have a fresh look at the NAEP before ratifying the allocation of fund for it.

Observations of the Committee

The Kothari Committee being aware of the fact that NAEP was being reviewed within a year of its commencement limited its 'work to those aspects of the policy and implementation which could be profitably reviewed at that stage.'

The Review Committee recommended that 'nothing be done to weaken the momentum generated in the community for the programme. The NAEP should be continued and steps be taken to radically modify and strengthen the

programme.' The Committee, however, made the following observations: 'the programme so far has been largely confined to literacy which is not so effective as it should be. It could not be linked up with development programme. Its functional aspect is almost non-existent. As far as the awareness is concerned, even the functionaries lack clarity about its meaning. The programme is not making any contribution to popularisation of science. The programme, despite its intention is in practice, not flexible, diversified and decentralised enough. On the whole the instructors are working enthusiastically. There is a need to take a fresh look at their honorarium.'

into illiteracy is to be reduced. Literacy should be integrated with general education which should include knowledge of the basic principles of the Constitution, promotion of national integration and a deepening of the cultural background. The participants should be encouraged to learn about health and family planning, the importance of conservation of environment, the relevance of science and scientific temper for shaping the future, and practice yogic exercises for physical and mental health.

“(2) *Functionality* : The aim of functionality is improvement of vocational skills and for more productive use of time. For a dry land agriculturist,

The National Adult Education Programme launched on October 2, 1978, the Review Committee observed, “has been largely confined to literacy which is not so effective as it should be. Its functional aspect is almost non-existent. As far as the awareness is concerned, even the functionaries lack clarity about its meaning.”

Widening and Deepening of the Content

The Review Committee agreed with NAEP having literacy, functionality and awareness as its three mutually overlapping and reinforcing components, but deemed it necessary to widen and deepen the content on the following lines :

“(1) *Literacy and General Education* : While it is possible to acquire basic literacy in about 200 hours, relapse into illiteracy in such cases is large. The level of literacy has to be sufficiently high if it is to contribute to the life and work of the learners and if the risk of relapse

for instance, it implies an understanding of means for better care of his land, dexterity in modern dry-farming and information about the institutions which can provide inputs for improved agriculture. Functionality should also include acquisition of skills to supplement one's income through village industries and activities, such as, poultry, farming and dairying.

“(3) *Awareness* : This is not easy to define. But it is a significant element of the programme, and what can actually be realised will depend much on the perception, competency and commitment of instructors and supervisors. An important aspect

of awareness is that the poor should become conscious that, to a great degree, they can shape their own future through interlinking of learning, reflection and concrete action. It should also mean an understanding of laws and Government policies affecting them, and a realization that unless organized action is taken they may continue to be deprived of the benefits implied in these laws and policies. Many examples could be cited. Schedule Castes being excluded from using the village well, share-croppers denied entry in revenue records, small farmers excluded from benefits of the Small Farmers' Development Agency Scheme, agricultural labourers deprived of the prescribed minimum wages. The learning programme should emphasise that success in such matters is much more likely if pursued in an organised and cooperative manner."

Three Stages of AEP

The Review Committee, in view of the wide scope of the suggested content of the programme, recommended that Adult Education Programme (AEP) be devised, for three years' duration, having three stages of one year each on the following lines :

Stage I :

"A programme of about 300-350 hours spread over a year. It should include basic literacy, general education with emphasis on health and family planning, functional programmes relating to the learners' vocations and some familiarity with laws and policies affecting them."

Stage II :

"A programme of about 150 hours spread over a year. It would be the stage of reinforcement of literacy skills and its use in daily life, as well as wider education including appreciation of

science in relation to one's environment, elements of geography and history emphasising India's great and composite culture. This stage should contribute to improvement of vocational skills and initiate learning about supplemental employment (e.g., village industries, dairying, poultry, piggyery). The participants should be encouraged to form discussion groups and to organise action for development."

Stage III :

"A programme of approximately 100 hours spread over a year. The aim at this stage would be achievement of a reasonable degree of self-reliance in literacy and functionality and better appreciation of the scope and value of science. This stage should also strengthen the ability to discuss important problems facing the individual, family and the community and take organised action for their betterment."

Steps for Better Implementation of the AEP

After examining in detail and after having discussed them with the consultative committee of the members of Parliament attached to the Ministry of Education and Culture, the Central Government broadly accepted the recommendations of the NAEP Review Committee. The Government accorded high priority to Adult Education Programme by including it under the Minimum Needs Programme in the Sixth Five Year Plan and under the new 20-Point Economic Programme.

The Government also formulated the following policies and strategies for better implementation of the programme :

"(i) The Government of India will continue to provide grants-in-aid to voluntary organisations working in the

field of adult education. However, keeping in view the criticism voiced earlier about infiltration of the programme by voluntary organisations having communal leanings, stricter scrutiny will be made of the voluntary organisations seeking Government funds for their programmes to eliminate communal elements infiltrating the programme. For this purpose certain norms have been prescribed by the Government which have been circulated to all concerned. The procedure for giving grants to these organisations have also been modified to ensure better performance and proper utilisation of funds by the voluntary agencies.

“(ii) Larger participation of students

“An important aspect of awareness is that the poor should become conscious that to a great degree, they can shape their own future through interlinking of learning, reflection and concrete action. It should also mean an understanding of laws and Government policies affecting them...”

in the adult education programme will be enlisted as envisaged in the new 20-Point Programme. Necessary modalities for the same are being worked out and will be sent to all concerned in due course.

“(iii) According to 1981 Census, 243 districts out of 402 have literacy rate below the national average. The literacy rate is also very low amongst women, scheduled castes, scheduled tribes, migrant labourers and other weaker sections of the society. Concerted efforts will be made to organise programmes for wider coverage of these target groups and areas so as to improve literacy position amongst them. As contemplated in the Sixth Five Year Plan Document, it would be the endeavour of the Government to take steps for covering 100% adult illiterates in the

age group 15-35 (numbering about 10.74 crores) by the year 1990.

“(iv) Special attention would be paid to the organisation of adult education programme for the physically handicapped. As the past experience in organisation of adult education programme for the physically handicapped people is very limited, a few pilot and experimental projects will be taken up as soon as possible.

“(v) The Adult Education Programme would be implemented in three phases as recommended by the Kothari Review Committee. The programmes of post-literacy and follow-up will be activated and strengthened to avoid relapse into

illiteracy of neo-literates and induct them in the process of self-learning.

“(vi) If the instructor organises classes for the second and the third phases also, he would be given extra remuneration—the details for which would be worked out shortly.

“(vii) The National Board of Adult Education would be reconstituted to advise Government on formulation of policies and programmes of Adult Education and for coordination in their implementation. Its responsibility would also include support to development of the State Resource Centres, monitoring, evaluation and research and general improvement of the quality and coverage of the programme.

“(viii) Steps will also be taken to activate all existing State Boards of Adult Education.

“(ix) Suitable schemes will be formulated to support traditional and folk arts *per se* and also their fuller and wider use in the furtherance of literacy and adult education programme.

“(x) The potential of electronic media particularly the telecasting/broadcasting network available through INSAT would also be utilised for the adult education programme.

Magnitude and Dimensions of Illiteracy

The unsuccessful attempts to universalise elementary education and the neglect of adult education in the past have been responsible for the failure in achieving universal literacy and for the phenomenal increase in illiterate population in India. It will not be correct, however, to assume that Indian people and their Government were unconcerned, at any time after Independence, about the problems of making elementary education universal and liquidating illiteracy. These problems have been under discussion all along both in public and Government circles. A good deal of efforts were also made in this regard at both the levels. Shri Bhagwan Sahay did not exaggerate when he said that we in India have made a whole continent literate. Over 82 million persons, children and adults have been made literate during the last decade only. But in spite of all these efforts it is alarming to find that the number of illiterates is continuously rising. During 1971-81, about 48 millions have been added to the number of illiterates in our country. Addition in the number of illiterates has been a regular feature in the 35 years that have elapsed since Independence, with the result that our literacy percenta-

ge could go up from 16.67% in 1951 to only 36.74% in 1981. It is estimated that with this growth rate, some of our States would take 77 years in the case of males and 275 years in the case of females to achieve 90% literacy. This shows the magnitude of the problem that confronts us in our efforts to achieve universal literacy.

According to Constitutional directives, provisions were to be made, within 10 years of the promulgation of the Constitution, for the education of all children upto the age of 14 years upto eighth standard. In 1960-61, the year fixed for reaching the Constitutional target, only 48.7% of the children upto 14 years could be enrolled from 1st standard to 8th standard. A new strategy was then forged according to which attempts were to be made first to cover the children of 6-11 years and then extend the coverage upto 14 years. Targets were fixed separately for enrolling children in primary and middle stages. During the Fifth Plan period, 83.6% of the children in the age group 6-11 and 40.2% of the 11-14 age group were enrolled in primary and middle schools respectively. The targets in the Sixth Five Year Plan have been fixed as 95% for 6-11 and 50% for 11-14 age groups. It is expected that universal enrolment in the age group 6-14 would be achieved by 1990. These are the targets for enrolment. They do not tell as to how many of these children would achieve adequate level of literacy. Due to enormous wastage and stagnation more than half of the children enrolled in 1st standard do not reach literacy level. It is estimated that not more than 36 complete class V out of every 100 children who enter class I. We cannot expect, therefore,

that the objective of universal elementary education would be achieved even if 100% of the children in the age group 6-14 are covered by formal system of education. The provisions, therefore, have been made in the the Sixth Plan to cover the school drop-outs by the programme of non-formal education, specially designed for them.

No target was fixed in the first five Plans for the eradication of illiteracy. It was Kothari Commission which for the first time thought it desirable to have some targets for the removal of illiteracy. The Commission expressed the view that 'with planned efforts it should be possible to raise the national percent-

been made under the Sixth Five Year Plan an integral part of the Minimum Needs Programme. It has also been included in the new 20-Point Programme. An outlay of Rs. 128 crores has been provided for it.

The programme of such a magnitude needs to be kept flexible so that it may meet the different needs and fulfil the varied requirements and the diversified interests of the clientele at the local level. Moreover, while preparing programmes for literacy education, one should remember that illiterate adults belong to four different categories. There are those who have never been to school. There are others who did go to

"It will not be correct to assume that Indian people and their Government were unconcerned at any time after independence about the problem of making elementary education universal and liquidating illiteracy... We have made a whole continent literate with over 82 million people having been made literate during the last decade only."

age of literacy to 60% by 1971 and 80% in 1976'. It recommended that 'every possible effort should be made to eradicate illiteracy from the country as early as possible and that in no part of the country, however backward, should it take more than 20 years to do so.' The framers of NAEP inspired by these recommendations, made plans for making the entire illiterate population in the 15-35 age group literate by 1984. The Sixth Five Year Plan fixed the target of 100% coverage of the age group 15-35 by 1990. It laid down no target for 1980-85 as the Adult Education Programme was just being developed when the Sixth Plan was being finalised. Adult Education Programme, however, has

school in their childhood but left it before achieving functional literacy. There are yet others who had achieved literacy in their school days but could not retain it. Then there are many adults who acquire literacy through adult education programme but fail to retain it as they do not find any opportunity to use it in their daily life. Most of us would find in our neighbourhood or communities, adults who are semi-literate, neo-literate or literate. They are exposed to the danger of lapsing back into illiteracy due to a dearth of suitable educational programme for them. The provision of illiteracy classes might help illiterate adults, but it cannot prevent others from falling into the trap of

illiteracy and ignorance. It is indeed surprising that nothing is done to help literate adults retain and use their literacy. The concern is shown only after they lapse back into illiteracy. Attempts are then made to enrol them in literacy classes. We cannot ignore any more the necessity of organising comprehensive adult education programmes on a permanent basis if we are serious in our intention of liquidating illiteracy from the country. Diversified programmes of non-formal education, post-literacy and follow-up, and continuing education should necessarily be organised prior to, during and after the launching of literacy drives. This can create a favourable learning atmosphere and motivate illiterate adults to learn and acquire literacy skills. The motivation, thus created, should be sustained and strengthened by conducting such programmes of non-formal education, benefits from which can be derived equally by both literate and illiterate adults. We cannot achieve either universal elementary education or universal literacy unless we have a comprehensive adult education programme which can lead to the development of a learning society, in which the members inspire each other to intensify their learning efforts. In such a society learning parents encourage their children to pursue learning objectives and the learning children become a source of motivation to the parents to never stop learning. This, indeed, opens the gate of life-long education.

Comprehensive Adult Education Programme

An Adult Education Programme to be comprehensive needs to cover five aspects of educational activities required to achieve the objectives of adult education. It must include the main contents of general education. It should employ

methods and techniques of informal, formal and non-formal education as and when required. It should cater to the needs and interests of people with varied levels of education. Finally, it must check the population explosion of illiterate people by devising and implementing suitable programmes and activities.

Adult Education Programme, as given in the scheme of NAEP and as emphasised by the Kothari Review Committee has three integral components, that is, literacy and general education, functionality and awareness. Let us try to comprehend the objectives of adult education in relation to these three components. The main objective of the first component, that is, literacy and general education is to develop amongst adults the ability to read and write, to pursue a self-study programme and to have access to sources of knowledge. Functionality aims at developing in adults the capacity to raise their quality of life, to improve their vocational skills and to participate in the process of establishing a new political order based on social and economic justice. Awareness, the third component of Adult Education Programme commands to liberate the minds of adult men and women from the bondages of harmful traditions, conservatism, prejudices and superstitions, and to help them have a better grasp of real life, social, economic and political. The programmes for creating awareness among adults should also endeavour to develop in them the faith that they can shape themselves, to a great extent, their own future through an interlinking of learning, reflection and concrete action. To achieve these objectives, different programmes of informal, formal and non-formal nature need to be organised. Besides extension activities, and lectures and mass media programmes, there is a

need to set up people's organisations on the one hand and organise varied educational programmes in class room setting, on the other.

The programmes of literacy instruction and general education are conducted in class room setting as well as in non-formal atmosphere. Many of the adults attending these programmes might desire to acquire qualifications equivalent to a particular stage of the formal system of education. For such people, condensed programmes of education will have to be organised in adult schools, somewhat on the lines of formal education. For others who do not aspire for such qualifications but would however like to

manner. Then there is the formal system of education which the privileged sections of the society enjoy in early stages of their life. A third source of education is a non-formal one. It consists of organised activities outside the formal system, such as, folk media, theatre, celebration of religious and national festivals, extension lectures, cultural and social activities, and exhibitions. Sometimes these systems exert contradictory influence on individuals and groups. Most of the children, for instance, as they live in and receive informal education from the culture of poverty, seldom absorb the healthy influences, if any, of the formal system of education. There is a need, therefore,

To achieve the objective of universal elementary education or universal literacy we need to develop a learning society in which parents would encourage children to learn and children would in turn become a source of motivation to parents to never stop learning.

complete the courses of general education, non-formal methods of education will have to be employed. The courses in general education need to cover subjects, such as, science, geography, history and culture, and social studies including the nation's economic, social and political problems. These courses have to be gradually developed upto the eighth standard of formal system of education.

There are, in every society, different systems which educate children, adults, men and women alike. They receive informal and incidental education in their homes and neighbourhoods, from their parents, brothers and sisters, from friends, peers and others in an informal

to make use of all the three systems for educating both the children and adults. A comprehensive adult education programme will have to make an elaborate plan to cover some of the elements of basic, general, vocational and continuing education under class room setting, some under mass media and some other under extension activities, etc. A comprehensive programme of adult education needs to be planned in such a way that all the informal, formal and non-formal methods of education may be employed in a coordinated fashion.

A comprehensive programme of adult education should cater to the needs and interests of all the people with varied levels of education. Majority

of our people are illiterate. A large number of our literate adults need to be brought up to the eighth standard which ought to be made universal according to the Constitutional directives. Both these sections belong economically, socially and culturally to the same class and constitute a large segment of our society. They are not able to avail of the services of the formal system of education. Their education will necessarily have to be remedial in nature. The education of the remaining literate adult population would mean further education, beyond the level of eighth standard. The provision of educational facilities at these different levels is necessary for the development of a learning society. It can also serve as a motivating force for illiterate adults to acquire literacy skills and embark upon the path of literacy and self-education.

Adult Education Programme to be comprehensive will also have to see that there are no fresh additions to the existing illiterate population. It has to support all such programmes which might help the formal system keep children in the school till they reach the age of 14 years. It should also initiate and strengthen such activities which might enable the poor families to let their children continue their studies at least upto the eighth standard. Comprehensive Adult Education Programme, therefore, has to take an active interest in promoting small family norms, propagating the cause of women's education, developing the programme of pre-school education and giving help in the growth of projects for enhancing family income. All these and other similar programmes will ultimately help in ushering an era of universal literacy and learning society.

Programmes of Non-formal Education and Continuing Education

The failure of the formal system of

education in universalising elementary education, in achieving universal literacy and in providing education relevant to the needs of people are some of the factors responsible for the emergence of the concept and programme of non-formal education. Non-formal approach in education first developed at the level of children's education. It took the form of extra-curricular activities to remedy the deficiencies of the formal education and to supplement its inadequacies. Extra or co-curricular activities for the children grew and developed both inside and outside the formal system of education. They demonstrated the advantages of non-formal approach in organising educational programmes. Non-formal education, then, gradually came to be defined both as non-formal approach in organising educational activities and as a special type of programme which is organised outside the formal system of education and has relevance to the needs and interests and environment of the target group. The programme of non-formal education is now emerging as a distinctive system of considerable importance. It provides education to those having no access to formal education and facilitates life-long education while formal system of education is altogether inadequate to prepare people for continuing self-learning. The formal system of education offers a full-time programme whereas life-long education cannot be organised on a full-time basis. Non-formal education is, on the other hand, an organised provision for learning opportunities on part-time basis, outside the time-table of the formal system of education, covering a person's life time and encompassing programmes designed to meet the diversified and specific needs of the target group—remedial, vocational, health, welfare, civic, economic and social or self-fulfilment. Programmes of non-formal education need to be provided for

children, adolescents, school drop-outs, illiterate, semi-literate, literate and educated adults. The programmes of non-formal education are flexible and can be adapted to everyone's skills, needs and learning ability. They often allow learners to move from learning to work and from work to learning.

Non-formal education has a curriculum or learning time schedule which distinguishes it from many unorganised learning opportunities, such as those provided by newspapers, radio, books, religious discourses or public lectures or casual participation in discussions or in other forums.

Non-formal education comprises the

achieve twin objectives of enabling the willing children to get entry in formal schools at multiple points and improving the quality of their life through non-formal education. The first objective is in relation to universalisation of elementary education and the other objective corresponds to that of non-formal education for adults. The programme of non-formal education for school drop-outs covers the following curriculum :

- 1) Health
- 2) Vocation
- 3) Environment
- 4) Social Awareness
- 5) Literacy
- 6) Numeracy

These are broad areas but the specific problems, needs and interests of the learners should be reflected in

Non-formal education defined as both a non-formal approach in organising educational activities and as a special programme organised outside the formal system, offers the most feasible option not only for providing life-long education but also for catering to the variety of human needs according to an individual's skill and ability.

following programmes for making elementary education and literacy universal and for providing the under-privileged majority an access to education and culture:

- (1) Non-formal Programmes of Education for school drop-outs.
- (2) Non-formal programme for general and vocational education.
- (3) Remedial education programmes.
- (4) Programmes of further and continuing education.

Programmes of Non-formal Education for School Drop-outs

Educational programmes for school drop-outs (9-14 age group) try to

the institutional programme which has to be flexible, relevant and practicable. The flexibility must be manifested in timing, curriculum, instructional material, teaching methodology, evaluation, etc. To be relevant to local life, the programme has to be based on the needs, interests, problems and aspirations of the local population. The success of the programme depends on its practicability. The school drop-outs will join and participate in the programme only when they find it practically useful.

Some school drop-outs join the non-formal education programme to get entry in the formal system. The programme for such learners has to be somewhat akin to that which is conduct-

ed in a formal school. Efforts should be made, however, to cover the formal course of five years within two to three years under the non-formal education. The learners who do not wish to enter the formal system of education, might be motivated to join the NFE programme for improving the quality of their life. The programmes prepared for them should place emphasis on practical items.

Non-formal Programmes for General and Vocational Education

Non-formal education can have different levels of formality in its programmes, such as, class room instructions, curriculum and text books. But many programmes of non-formal education are executed entirely on a non-formal basis. To attend these programmes and benefit from them the learners are not required to use or even to have the ability to read and write. These programmes are prepared on subjects of general interest and common needs. The different parts of the programme can be organised in isolation from each other or they may preferably be offered in a coordinated fashion under a well-planned curriculum. Children, men and women, literate and illiterate adults can attend these programmes and benefit from them. These programmes can also be linked up with specific development activities and the messages can be conveyed to people through such media as extension lectures, discussions, demonstrations, folk theatre, puppetry, festivals, and fairs. The learning opportunities can also be provided through illustrated stories, social and cultural activities, newspapers, radio programmes, film shows, television, etc. These programmes, if organised on proper lines can give to the participants sufficient information and knowledge on subjects of their interest and on topics related to their vocations. The learning

atmosphere, created by them, can motivate literate adults to pursue further studies and illiterate ones to acquire literacy skills.

Programmes of Remedial Education

As per the Constitution, education upto the age of 14 years (equivalent to eighth standard according to our pattern of education) ought to be made universal. The adults, who for one reason or other could not avail in their childhood education upto this level, must be helped to get education upto eighth standard as a remedial measure. The number of those in need of remedial education is quite large. The illiterate amongst them are in majority. For them, we ought to organise non-formal programmes for general and vocational education, and literacy classes, and for those who are in need of improving their literacy skills, programmes of post literacy and follow-up must be conducted. For literate adults, who want to get a certificate for having acquired the standard of a particular stage of the formal system, programmes on the lines of non-formal education for the school droup-outs ought to be organised. For others, arrangements need to be made for guided self-study programmes or extension courses of non-formal nature.

Programmes of Further and Continuing Education

The programme of further and continuing education is needed for those adults who have completed elementary education either in their childhood or under adult education programme. If some of them wish to get formal certificates, they can prepare for the examination through correspondence courses or morning and evening schools and colleges. For others, extension lectures, short-courses, seminars and workshops will have to be organised on topics of

common interest, such as, family-life education, social, political and economic issues, health and diseases, environmental education, women's problems, dowry, delinquency, etc. Short or long-term technical training courses for vocational improvement and economic betterment should also be organised where and when required as an essential part of the continuing education programmes.

Post-literacy and Follow-up Programmes

The importance of post-literacy and follow-up programme has now been universally recognised but these programmes are generally organised for the

programmes are (a) reinforcement and stabilization of literacy skills (b) reinforcement and enhancement of the comprehension and understanding of the subjects taught as part of general education (c) opening new avenues for learning vocational and social skills necessary for social and economic betterment and finally (d) reinforcement and acceleration of the process of conscientization and communitization for securing rightful place in the socio-economic order and for sharing the pleasures, benefits and opportunities for individual and collective betterment made available by the advancement of science, technology, education and culture.

Post literacy and follow-up programmes are generally organised after the literacy drives are over, ignoring completely the adults who had discontinued education in their childhood. Such programmes, to become an instrument for producing favourable atmosphere for learning and for creating motivation will have to precede, accompany and follow literacy classes or campaigns.

adults who acquire literacy skills through adult education programme. The post-literacy and follow-up programmes are, therefore, organised after the literacy drives are over. This results in the neglect of those adults who had discontinued education in their childhood and have limited reading and writing ability. Due to this neglect most of them relapse into illiteracy and are condemned to live in ignorance and cultural deprivation. It should always be kept in mind that post-literacy and follow-up classes are needed in communities even before literacy classes or campaigns are started.

The objectives of post-literacy pro-

A wide variety of programmes have to be made use of for achieving the objectives of post-literacy programmes. The programmes which are based on media other than written word can be equally useful for all the under-privileged sections of the society, literate, semi-literate men, women and youths. These programmes, when organised for the whole community, produce favourable atmosphere for learning and can create motivation, even among the illiterates, to learn and acquire literacy skills. The programmes based on printed word, such as, reading from newspapers, books and pamphlets followed by discussions or question-and-answer sessions can also be useful for both

literate and illiterate adults. All such programmes, therefore, have to precede, accompany and follow literacy classes or campaigns.

Under post-literacy programmes provision has to be made for appropriate library services, publication of wall-newspapers and newsletters, radio and T.V. forums, dramatic performances, utilization of folk and traditional media, supervised self-study programmes, correspondence education, training courses invocations and handicrafts and short courses on public issues, such as, family planning, national integration, nutrition and environmental education.

Level and Duration of Literacy Instruction

What standard of literacy should be attempted in a literacy course? What should be the duration of literacy instruction? what strategy should be adopted for the implementation of the literacy programme? What qualifications are required for a literacy teacher? These are some vital questions for fund allocation, selection of reading material and teachers, and for enrolment of learners, etc. The programme planning for literacy instruction, therefore, cannot take place till definite and clear answers are found to these questions. Any specific response to one of them would certainly determine the other issues involved. The decision to have a mass literacy campaign, for instance, makes it necessary to have a literacy course of shorter duration, to recruit teachers on voluntary basis and with lesser qualifications and to be content with low level of literacy. The main issue to be settled is, which one of these variables has to be given preference. In a vast country like India it is not desirable to have uniform policies about all these issues. The situation differs widely from region to region,

group to group and organisation to organisation, and it would rather be harmful to fix priorities regarding all the issues. It would be useful, however, to fix a minimum level of literacy to be achieved in literacy classes to put the learner on the path to self-learning and on the road to continuing and life-long education.

The NAEP has one-year course and the Government now has accepted the recommendation of the Kothari Review Committee for extending this to three years with 3 stages of one year each. It is harmful to leave undefined the levels which have to be attained in each of these stages. There is one drawback in having one full year course. The achievement of the whole year, most often will be the same as that can be achieved in one quarter of a year or even less. Having courses of long duration for adults, specially for illiterate ones, is perhaps not in conformity with the psychology of the disadvantaged adult groups. They can attend classes more regularly if the courses are of short duration. It is advisable, therefore, to have at least more than two or three terminal periods in each stage of adult education. One terminal period can be devoted to literacy course, and another period may be set aside for different standards upto the eighth class of the formal education.

It is necessary, however, to fix a minimum level of literacy—a level which is precise and lays down minimum abilities and skills necessary for putting the learners on the road to further learning. The level of literacy fixed for the NAEP is meant to be achieved through a 10-month course whereas it can be attained in much shorter duration if the programme is well organised. There is a need, however, to ascertain,

from the well-maintained field records of a few experimental classes, the minimum time required for the attainment of the expected level of literacy in different regional languages. Moreover, the suggested courses for the three stages have to be prepared for the guidance of the field functionaries. There are many other issues concerning the adult education programme which need clarification and elaboration, such as the desirability of having courses of shorter duration than a year, the need for launching literacy campaigns and the need for having a Resource or Feeding centre at the district level. All these issues are of great importance for successful implementation of the adult education programme. They need to be studied in depth and different alternatives have to be tested, through experimental programmes before adopting them on a national scale.

Need for Literacy Campaigns of Short duration

The programme of comprehensive adult education as discussed in the preceding pages must not be equated with a mass literacy campaign. The former is just a prelude to literacy campaigns which are organised by the people in collaboration with their Government to eradicate illiteracy from a compact area within a short span. Illiterate adults belong to culturally deprived and economically backward sections of the society and have no motivation for becoming literate. Even if at some point, they entertain a desire to acquire literacy, it gets weaker and weaker when they find that the few among them who are literate are not living a life better than their own.

Comprehensive Adult Education Programme, therefore, has to be organised as a part of people's movement for raising the standard of living and for improving the quality of their life. This can stimulate among the illiterate people a desire for learning and can motivate them to acquire literacy skills. Literacy campaigns should be organised when such conditions are available.

The environment can be congenial for a mass literacy campaign when there is political and social commitment, when it becomes a part of people's movement and when it gets support from corporate sectors of economy, official and non-official agencies, engaged in development, education and social welfare. Moreover, literacy campaigns so organised have to be based on prudent planning, flexibility and definite targets which are sought to be achieved in a short period.

A comprehensive adult education programme consisting of literacy classes, diversified programmes of post-literacy and follow up, non-formal and continuing education can create a proper climate for the campaign. When such a climate is created in any area, the voluntary agencies should pool their resources and prudently prepare a plan for a campaign to eradicate illiteracy from that area. The Government must encourage and provide financial assistance to such viable schemes. Literacy campaigns of short duration do not demand that other forms of adult education be ignored or stopped. They, on the contrary, to be successful, have to be preceded, accompanied and followed by Comprehensive Adult Education Programme. ●●●

Welcome Address

V. S. Mathur

President, Indian Adult Education Association

ON behalf of the Indian Adult Education Association I have great pleasure in welcoming you to this important meeting which is being convened for drawing out a plan for eradication of illiteracy in this country. As many of you are aware, this is not the first meeting that has been convened in this country to consider this important question. The Indian Adult Education Association itself, over 30 years back, convened a National Seminar in Jabalpur for the same purpose. There have been many efforts made in this direction in the past by voluntary agencies and Central and State Governments. I think, before we begin our deliberations, it may be desirable for us to keep in mind certain well-known facts. They are not new and yet it is often necessary to remind ourselves of them. The statistics with regard to literacy are all known. According to the latest figures available the percentage of literacy has gone up from 29.45 to 36.74 and among the females from 18.64 to 24.88. Over 82 million people have become literate during this period (1971-81). But we should not forget that although the number of illiterates has increased by 82 million, the absolute number of illiterates has also gone up by 47 million (47,88,490).

I was reading recently a very interes-

ting statement made by Mr. P. Padmanabha, Registrar General & Census Commissioner, India. He gave some very interesting projections with regard to achievement of literacy in various States. He says, assuming that we hope to achieve 90% literacy in the country excluding 0-4 years age-group at the present rate of growth of literacy as well as population, it would take 77 years in Rajasthan, for instance, to achieve male literacy and 275 years to achieve female literacy. The responsibility for these figures is of Mr. Padmanabha, not mine. Andhra Pradesh would take 86 years for men and 146 years for women, Uttar Pradesh would require 70 years for men and 146 years for women.

These are the projections of a very responsible person. We cannot just disregard them. Can we afford to wait so long to start the process of education for the teeming millions of this country? Should literacy be the first step for the education of the people? It is often debated in public discussions—should we lay more emphasis on literacy or should we think of primary education? Why not concentrate on primary education? After all, old people are going to disappear, sooner or later, and then the problem will be solved. What is the position with regard to primary education? I am not going to comment on the type of schools we have, particularly

in the rural areas. We cannot be proud of them. But let us see how long and how much efforts we will need to achieve the goal of universal primary education. You all know that our Directive Principles of the Constitution in 1950s stated that within 10 years we should achieve this target and now we are meeting in 1982, 20 years after the deadline set by our Directive Principles. The statistics published by the Ministry of Education and Culture reveal that enrolment in class I-IV, age-group 6-11 which was only 191.55 lakhs in 1950-51 has reached the figure of about 722 lakhs in 1979-80. It means four time increase. Yet, we have been able to cover only 83.4% of the population of this age-group. Similarly, while the enrolment in class VI-VIII, 11-14 age-group, which was only 31.20 lakhs in 1950-51 has reached about 187 lakhs in 1979-80. Yet, it has been able to cover only 38.4% of the population of this age-group so far, that is, the total enrolment for 6-14 age-group, class I-VIII, according to 1980 figures is 909 lakhs as against only 222.75 lakhs in 1950-51. So it has been four times. But even this accounts for only 67.2% of the children of 6-14 years of age.

The Government of India has fixed the target of 100% enrolment in 6-14 age group in 1990. It calls for an additional enrolment of 180 lakhs—110 in class I-V and 70 lakhs in class VI-VIII by 1984-86. 180 lakhs in present couple of years. This will again mean only 95% coverage at the primary stage and only 50% at the middle stage. This is the position with regard to our primary education and nobody in his senses will say that we should not place more stress on the resources for primary education. But the relationship between literacy and primary education is also

obvious. The parents, who are literate, are a very essential factor for helping in the success of primary education campaigns.

Now, the thing I want to put before you is this—the efforts we have made in respect of literacy are commendable but not adequate. We would not be able to solve this problem of literacy merely by laying stress on primary education. It is essential and nobody should try to minimise its importance. We should extend more resources but we need to do much more and the third point I wish to place before you is that literacy as we have said in seminars and meetings very often, is a means to education. When you talk of education it has much wider connotations. Literacy has important means for self education, but it is a means. It is possible to educate the masses through various other modes and ways as we used to do in our ancient times. One of our Presidents, the President of the Republic and also the President of this Organisation some-time back, Dr. Zakir Hussain used to tell us and he was very intimately connected with the universities:

"I find in the universities lot of uneducated people and I find in the villages, lot of educated people who may be technically illiterate." I am sure there is some meaning in the remarks made by such a great man and only a couple of years back our Prime Minister, Mrs Indira Gandhi invited a veteran educator from Latin America to come to this country and advise us. He said, "Well, I am prepared to come but I will not be a warming guest. I will be free to move about as I like. If the Government wishes to cover my expenses, welcome." This was agreed to and he moved about. The only condition was, if he has any worthwhile thing to tell us,

he will tell us. And what he said was that there are few countries which have such an educated mass population as this country. This is so because we have certain values which our people cherish and these have been inculcated in them through our religious preachings, festivals, bhajans and various other modes of education which we do not consider education but which are actually very educative. We have just given up those.

So, I just put it to you that if the aim is to develop the personality of the individual if you have to develop his intellect, his character, his appreciation, we must think of various ways of doing that and we should not think that literacy need necessarily be the starting point and the last thing I would like to say is that, people will like to become literate, only if they feel that it has a value for them. So, first we must create the feeling among the people that literacy is useful for them. If they feel that it is useful they will learn it. But if we force them, they would not come. Let us search our hearts and try to find out how far the statistics that we publish with regard to literacy

and the classes we are conducting are giving the true picture. I met a very revered teacher, a Principal of the college in the rural area where I was working. He said, "Never in my life have I signed so many false statements every month. Knowing them to be false, I sign. If I don't sign my people would not get the allowances. I sign every month." This is the story not only of this revered teacher but of many. In a dynamic programme of adult education literacy should be an important part but it should be a programme which will involve the people and the people will take the initiative and participate in the process of their own education. Well, I am not anticipating your discussion. We have been talking about feeding centres, school-cum-community centres. I spoke about it in Patna. We have been talking about education for the youth through Folk High Schools and I think these are the ideas which need consideration and let us lay more stress on helping the people to set up their own educational centres and effectively feed them through programmes and other incentives. ●●●

Inaugural Address

Bhagwan Sahay

President, India Literacy Board, Lucknow

TWO days ago I read about a report prepared by my distinguished friend Dr. Kothari and his equally distinguished colleagues, regarding the working of the National Adult Education Programme that was introduced in October 1978. It surprised me that very distinguished people should accept an assignment of reviewing a project which had started only about a year ago and feel sufficiently confident to make their suggestion or their criticism and give an appraisal of what is happening. In any case, in a matter like this it takes many years to develop and it is very difficult to appraise in quantitative terms what is happening. You may give a general impression perhaps, but education, if literacy means education, involves very difficult statistical measurements. On the other hand, if it involves merely the skill of reading and writing, then it is merely a counting of heads. You do not require a special committee to measure them. It is periodically done by the census authorities.

The definition of literacy itself is a matter of very doubtful validity. What is it? What does literacy constitute? When I was doing census in 1941, the definition that I adopted for the enumerator was that if a person can read a postcard and write a postcard he is a literate person. Is that definition valid today? If it is, then we are searching for a mirage because that would not lead us anywhere and it does not fulfil the requirements which are included in a

citizen's rights in our Constitution.

Literacy means education, the ability of a person to discriminate between alternatives, to be able to think politically and socially to have professional skill in the job that he is doing—that is what they had in mind and not merely an injunction for the State to see that people begin to read or write. The problem with us these days is that we are apt to measure all that we do in terms of quantity and refuse to accept that the movement has gone forward.

If you consider the increase in the size of India's population, then the number of people made literate in terms of proportion mentioned between 1971 and 1981 or 1951 and 1971, are indicative of staggering performance. On the basis of these figures you can say that we have made literate a whole continent. It is a different thing that the continent in 35 years has doubled in its population, and that correction in the interpretation of statistics is always necessary whenever you are judging anything, before you begin to deprecate other people's work or what is worse, self deprecation which is very destructive of your own morale and the morale of the people you serve.

Secondly, the Committee seems to have entered the field of paradox. They say that this project has not made a proper start. Then they say that instead of a 10 months' course it should be a 3 years' course. Now, is

there any logic in this? With utmost respect to these very distinguished people I would ask you if a movement of such a gigantic proportion has not made an adequate start in the first year of its inception, how can you go on to say that the duration of the course instead of 10 months should be raised to 3 years. I will tell you what the difficulties of these committees are? They do not have in their mind the picture of what happens in the village.

There is a teacher who is probably getting 50 rupees a month; he is in a hired accommodation given perhaps by the kindness of the most powerful man in the village, Mukhia or a Pradhan. He calls the adults, requests them to come after they have finished their labour. Most of the people in the village, as you know, work either on their fields or on somebody else's fields or perform minor jobs. They have to earn their living. When they come back, they get only 1200 calories as against 2000 that they need. Now, such a man, if he does not show interest in learning, in coming to your classes or attending them regularly, I should not be very greatly surprised. I am actually surprised that he comes at all.

So, this business of literacy or education cannot be regarded as an isolated problem by itself. It has to be a problem related to a human being's other problems, related to his economic activities and I would say even more, problem related to politics. The most important thing for a man in India or indeed in any part of the world is to understand the politics of his country and if we create institutes which are apolitical in character, then we are asking for the impossible. Such a neutral institution or person cannot exist.

A person has to take a position in politics, specially the one who is taking

classes. People are interested in what his views are. Why do we rule out politics altogether? How can we leave out consideration of political matters altogether in our teaching programmes? When we rule them out, we rule out one of the most important elements in which villagers are interested. Are they not called upon to make a choice between different political alternatives every five years?

India's stability and its future prospects depend upon the ability of its people to discriminate between different political points of view. Indian people are politically inclined, and we cannot rule out in any programme of development, a discussion of political matters. But it is here that the difficulty arises. How can you give political funds through official channels to institutions or to movements which are apolitical in character? That is why I think much of this movement should be made voluntary, should be based on village institutions and should be funded from public funds.

The Education Commission on Secondary Education made some recommendations and it took many years for the State to adjust itself to those recommendations. Then it was found that these recommendations needed some change and another set of transformations in this system came into existence. Similarly, about literacy, somebody starts off on one scheme and then someone else introduces a national scheme in all the villages and all the urban areas of India. The number of people in India is as large as there are stars in heaven, but nobody is daunted by these figures. I would say that people, however wise they may be, should pause to think that there may be a few loopholes in their wisdom, that may be everybody does not think alike. May be, different types of experiments should be tried out in different places.

Long time ago I was connected with an Education Committee about solving the problem of educated unemployed. That was in 1930's. In this connection, I was reading up material regarding the problem of schooling and at that time in England there was a report which was largely concerned with the educational system in England and was considered a classic. One recommendation of that Commission which has stuck in my mind all these years, nearly 50 years, is this —'no educationist should make a recommendation about a particular type of school, but we strongly recommend that do not move forward on our recommendation unless you have tried it on a very large scale. Education will never be a process which can be uniformly applied to all the children and all the people. You must keep on experimenting with different types of schools'. Now, this is what I want to say, where development is concerned, all Indian people are not alike. Even within a village all people are not alike. They are at different levels of development, with different view of things. You should try to meet as many needs as possible. You should try as many varied experiments as possible and then go on selecting the best. Do not make it too uniform.

The third thing that I would say in this connection is that all our methods at present are based on teacher-student relationship and we have had this whole tradition of *guru-shishya* parampara. Now-a-days, those who are enlightened people or those who have been in this field for a long time or are lecturers in literacy houses and other similar institutions in India, well, they think we should take up teacher-training programme. They rightly think that teacher is the centre of things. Training programmes of teachers, then the deter-

mination of the period for which this teacher has to be trained, the kind of material in which he has to be trained so that he can communicate in reading, writing, in communication, articulation, etc—this method has its limitations, that is to say, it cannot be increased beyond certain limits, and it consumes time to be able to develop a total system which will deal with the whole population on this teacher-student basis. If you consider literacy in a wider context, in the context of informal education, regarding topics which are useful to the people living in countryside then you have to consider methods of mass application.

Communication today is one of the leading technologies in the world. This micro chip is changing the face of the whole world, and enormous resources of power and communication are being generated by this great breakthrough in technology. Now, we are still far behind of what is happening in the world. We have not applied modern technology to our system of education. The amount of technology that goes into the making of one aircraft screw is more than that has been applied to human habitation. So insincere are people who lead the world! This problem can be solved if you take this up and develop in it at least as much interest as in the designing of an aircraft, there will be no problem left of human habitation. For India to persevere through the coming ages in the same way as their forefathers were doing, is not possible. I would say you must consider the field of modern technology in the service of mass education.

The fourth point that I would make is that somehow whenever we talk of education, we talk of, you know, of putting pressure on people to learn. I, personally

have not been a very good learner at school or college. All that I learnt was when I was concerned with human beings, and I feel, learning under duress is a very painful process. Now, we should make education more entertaining. After all, why do Indians show up to see Bombay films. For a long time there went on a discussion that these films were in bad taste. But recently I read somewhere a psychologist's examination of this problem—Why do Bombay films appeal to Indians? Why in terms of testing audience acceptability they are better than what intellectuals are producing? Why is that the audience leave the hall as soon as a film produced by an intellectual elite is screened? According to the psychologist it was because it appeals to the value system that they have.

Now that is a very perceptive statement. You can utilise the media of films. The media of T.V. is coming. We have already got something going round the earth—the satellite and I would say that instead of thinking of the ancient method of sitting under a banyan tree and a teacher with a beard and long hair, collecting some 10 or 20 pupils and teaching them about folklore, let us consider that our countrymen have a right for change as creatures of 20th century, demanding their right to be taught by methods which are modern, which are new and up-to-date. So, when you come to discuss this, do not

go back to things of the past. Don't look into the past, look into the future—the new age that is going to come. Don't deny Indian people the new age. All that science has achieved and is going to achieve, put it into the educational system. There is one thing more—this business of resource. If we look at education as one of the many items of development, then the factor of resources is very important—this much for defence this much for road building, this much for education, etc. But if you consider education in a broad sense, as not merely the means, but the only source of change, then resource, whatever you have, put it into the education system.

One of the great errors that was committed, I think, in an otherwise well-conceived programme of community progress was that at the centre of these projects was not a primary school, or a middle school or a junior school. It was given to organisers and a whole hierarchy of people were there to supervise and guide these organisers. Hence, the need is for an infrastructure for well-developed multifunctional schools with teachers at the centre of things teaching what the villagers need and not according to the curriculum devised in Lucknow or in Delhi by people who have gone away from the people not because of any fault of their own but merely due to the fact that they have become so educated that they do not understand the language and the idiom of these people. ●●●

Levels and Duration of Literacy

A. K. Jalaluddin

Director, Literacy House, Lucknow

WE are meeting at a time when a serious retrospection about Adult Education Programme is going on in the country. In the midst of such a national debate on Adult Education Programme, switching over to a topic like levels and duration of literacy could be something like turning away from the original discussion on programmes to a very highly technical discussion on determination of levels and duration of literacy. However, I thought I could start with some general observations and then switch over to the technical and academic aspects.

In fact, the level and duration of literacy programme vary from country to country. I have had an opportunity of studying literacy programmes of about 18 countries and my experience is that the strategy for implementation is one of the determinants of the level and duration of literacy, apart from the academic requirement for retention of literacy, and the quality and the level of competence of the teachers which also determine the level and duration of literacy. In most of the countries, voluntary teachers, not the professional instructors, are involved in such programmes. So the educational level of the instructors also becomes a very important determinant.

Now, we start with the first determinant—the strategy determining the

level and duration of literacy. Whenever literacy programmes are organised as a nation-wide campaign, the first part of the programme, which must be the basic literacy programme is of a shorter duration. The duration varies from, say, three to ten months. The Indian programme of 10 months happens to be of the longest duration among the basic literacy programmes adopted in the Asian countries during the recent years. If countries like Indonesia had a very big programme, they had a certain flexibility at the instructor's level. The instructors and supervisors could change the duration by organising more compact programmes, and the flexibility varied from four to six months. In India, when the National Adult Education Programme was launched only one phase was visualised and its duration was 10 months. After some time, more or less as an after-thought, follow-up programmes and post-literacy programmes were designed which were not very structured as the literacy components were.

The Review Committee, while deliberating on this problem thought that unless there is a structured follow-up programme, the retention of literacy will be very difficult and also for the young people who want to continue their post-literacy programme, a facility to do so may not be available. So, the Review

Committee suggested three phases of one year duration each. The first one is the literacy phase and the second and the third are basically post-literacy phases having some correlation with the primary school—both formal and non-formal education.

Now, our experience in the field is that as soon as we want to organise a programme, we try to use a particular primer as the basic material and in many cases even if the primer is not available, the centre starts functioning. In the absence of a prescribed primer, instructors had a tendency to use whatever material was available, except a few voluntary agencies in South India. Not many of these agencies, however, were capable of developing their own cyclostyled material for literacy teaching and learning. Some of the voluntary agencies experienced that primer is not necessary in initial stages because the instructors' training could take care of these aspects. You can improvise, you can use locally available material and as soon as the literacy skill is developed up to a certain level, the other prescribed books could be used for teaching-learning.

The biggest drawback in our Adult Education Programme, so far as teaching-learning is concerned, is that much emphasis is placed on the development of literacy skill—the learner's ability to decipher and identify quickly the structures, and pronounce and read at a certain speed. These aspects were highlighted in the implementation of the programme. The development of understanding and knowledge and also development of a certain value system was ignored to a great extent. This was not done deliberately, but was due to the tremendous influence our educational system had on adult education and adult literacy programmes.

Recently, we conducted a training programme in Literacy House where we tried to analyse the skills required of an instructor to use available materials. We started this programme with our faculty and supervisors and even with the writers who were responsible for preparing these primers. While teaching the lessons, we realised that we had developed a questioning skill. We tried to analyse the lesson from the language point of view, from the literary point of view; whether the alphabets were already known, and whether conjunct alphabets were there or not. This aspect could be evaluated or could be transferred or taken care of by the instructor without much difficulty. But as soon as we started questioning about the content and meaning of the text, about the level of comprehension and linking the content of the lessons with the personal life of the learners and instructors, we found that there was a tremendous gap in the competency level, not only of the instructor but also of teachers, the writers, the curriculum developers and the resource persons. For example, we took a lesson in our very famous primer *Pehli Kiran* where the equality of men and women has been described in very simple Hindi. 'Ratan' the main character in the book, one day on returning home, finds that 'Kaushalaya Bhauji' his neighbour's wife, is weeping. Her husband, who has just returned from work and is hungry, is shouting and beating her because she has not been able to provide him food immediately as she also works in the fields. She is pleading that she should not be held responsible for the food not being ready. When this discussion is going on, Ratan comes forward and tries to explain to his neighbour that since both of them work, he should not insist on his wife alone cooking food. He should be compassion-

ate and understand the situation. He should try to help her rather than beat her. So when you analyse this whole context, the main question posed is— what is the common perception of a rural learner, about the equality of men and women, husband and wife, in a traditional family setting? Now, we find that by and large, the whole culture is tilted in favour of men. Although in the book you teach that women and men should have equal rights, that women should not be beaten, etc., when it comes to practice, the man will be behaving almost in the same way. All major family decisions will be taken by the husband, all decisions about the children will be taken by the father. So, when the culture is such, the practice is tilted in favour of a particular value system. Just by teaching the literacy material, reading it, writing it, and repeating it as many times as you like, we are not really transferring some of the fundamental skills of understanding oneself, understanding one's own reality, one's culture, society, etc.

The world should be taken to be a big book and this competency level unless developed in instructors' literacy teaching will remain merely a development of psychomotor skill which will not necessarily lead to a better human society and a better understanding of one's predicament. Now, how the level and duration of literacy course is linked with that? While designing our educational programmes, not only adult education programmes but essentially all forms of educational programmes, particularly school programmes, we are very much influenced by the Western thought on education. But, recently, during the last one or two decades, tremendous development and change has taken place in the Western philosophy of education.

In fact, very eminent theories and philosophies of education from the West have tried to understand the strength of the traditional Indian culture and the reflection of that culture in our human behaviour and in the minds of Indians. We in India, are not very much aware of Indian thought and culture and our educational abilities that have developed over centuries. We are not much aware of these developments in India but many books have arrived and many researches are now being conducted in the West to understand the strength of Indian system.

The transfer of one's feelings and emotions, which is the ultimate goal of education, should not necessarily come through information. Our saints, starting from Kabir, Nanak and others, communicated with millions of people without much difficulty and nobody would say that whatever they taught cannot be considered education. Gandhiji mobilized the total Indian population for a mass upsurge, the kind of which the world had not known before. This was the result of direct communication of an educator of the highest order with the common people and that is the strength of the oral tradition of Indian culture.

I did not have much idea about the strength of our oral culture until I visited some of the less developed countries. You go to any country outside the sub-continent of India. If you go to African countries, if you go to some of the islands, if you go to some smaller countries, you will find that when you talk to a person, he gives you the impression that he has just come out of a place where there has been nothing as a background. He is an island by himself. That means that whatever he has learnt is just through his life-time experience.

Whereas, when you talk to an Indian, whether in the rural area, in remote areas or in the hilly area, you are talking to a man who has an experience of centuries and this is the strength of our culture which we unfortunately could not understand and use for the development of literacy and adult education programme in the country. Now, what we are trying to do is in a very limited and experimental way. I would like to tell you that for the last two weeks I have been engaged in developing an experimental training methodology where we go straight into the question of personality of the learner, into the problems of his environment, try to understand the experience of the learner and try to order that experience. The organisation of the experience becomes the most important competency which can be transferred to the learner by the instructor and the supervisor, and so on. This ability to organise thought, expression, and action is very well-known mental and intellectual competency without which the literacy skill cannot make any serious dent in our cultural and social scene. Now, even if the duration of literacy is 3 or 4 months, it is possible to organise literacy programmes where the literacy skill could be imparted along with other mental skills. These mental skills should be thought of very precisely and in a very simple way. This mental skill should be developed in the training programmes and the material should be designed in such a way that mental competency levels also develop through the composition of the material and through

the development of the material used for literacy programme. Now this is an important area where I thought that voluntary agencies can do a pioneering work. As a mass programme, the Government projects are organised in a very mechanical way and a large number of people are to be trained in a very short period of time. No flexibility in the expenditure pattern can be visualized in the near future. So, voluntary agencies may, with their own resources, take the liberty of designing new type of literacy programmes. Once these training programmes, and the curriculum and material development programmes are more or less institutionalised, it is possible that at some stage the mass programme conducted by the Government projects can also take the advantage of these new ideas and training programmes. Now, the voluntary agencies' role in organising literacy programmes should also be visualized from the point of view of their freedom to think of fundamentally new ideas to be incorporated in the programme, which in a national programme cannot always be easily introduced. This aspect also we neglected in our national programme although we have been advising our colleagues in the voluntary agencies that while the Government guidelines should be accepted as a broad guideline, the details of the programmes, the duration of the programmes, the level of competency to be developed, the distribution of hours, the number of days the learners and instructors meet—all these things should be decided by the agencies themselves. ●●●

Campaign and Programmes for Eradication of Illiteracy

THE neglect of adult education and the failure to universalise primary education have been equally responsible for the persistence of mass illiteracy and phenomenal increase in illiterate adult population in our country. The Central Government has now included both Adult Education and universalisation of primary education in the Sixth Plan under Minimum Needs Programme, and has incorporated them in the new 20-Point Programme. The main objective of adult education in a developing country like ours is the enhancement of people's participation in the development process. People can participate actively in development programmes if they are literate and have the capacity to use their literacy skills for their own betterment and for the betterment of their society. To eradicate adult illiteracy there is a need to organise popular literacy campaigns of short duration and this cannot possibly be done by State machinery alone.

It has to be essentially a people's programme. Voluntary organisations working in the field and having a closer relation with and a greater influence over the masses, can secure active participation of the people in a literacy campaign. They should, therefore, play a significant role in the implementation of these programmes and activities. They have never refrained from responding to the national cause in the past and will certainly be ready in future to extend full support and cooperation to the

removal of illiteracy and other programmes of adult education. What is required is to arouse popular will and determination and to formulate and prepare areawise plans of action and operational strategies.

The Indian Adult Education Association's one-day National Conference of voluntary agencies is being convened with a view to fostering popular climate, conducive to organising literacy campaigns throughout the country, and generating general interest in and enthusiasm for the removal of illiteracy. They, however, need to be encouraged and provided assistance in launching literacy campaigns in selected areas adopted by them for the purpose.

It is deplorable to find that after more than three decades of independence, majority of the children of school-going age in India are deprived of any school education whatsoever. It is even more painful to discover that many of the children, in spite of spending some years in school, are not capable of using literacy skills acquired in the school for any purpose. The children of both these categories, when they grow up, add to the illiterate adult population. Illiterate adults after attaining literacy through literacy programmes are no better than the school drop-outs. They are also unable to retain literacy as they have no use for their newly acquired skills and as the literature suitable to meet their needs and interests and

written in a manner comprehensible to them does not reach them.

To eradicate illiteracy from an area we need to tackle the problems of all the four distinctive groups simultaneously—the illiterate adults and grown-up children deprived of school education, the school drop-outs and the literate adults who are liable to lapse into illiteracy if they are not provided sufficient means to use literacy skills and maintain it. The lack of coordinated efforts in these areas is responsible for the fact that literacy rate in India could not go beyond 36% after 35 long years of independence. But there is one encouraging factor. There has been in India, experimentation in educational programmes needed for various categories of our population. We have been conducting in the past, though sporadically, literacy campaigns for illiterate adults, post-literacy and follow-up programmes for neo-literate adults and non-formal education programmes and activities for school drop-outs and literate adults. With the implementation of these programmes in a coordinated fashion and with the establishment of programmes of post-literacy and non-formal education on permanent basis it is hoped that people would achieve a reasonable degree of self-reliance in literacy and a moderate understanding and appreciation of science and cultural subjects so necessary for development and modern living.

The Conference needs to discuss these issues under the following four items :

- Level and duration of literacy
- Follow-up programmes and their duration
- Programme of non-formal and continuing education
- Strategy for literacy campaigns.

Level and Duration of Literacy

The objective of any adult literacy programme should be to train illiterate adults in the skills of reading and writing with comprehension so that they are able to follow non-formal and continuing education courses and programmes.

The standard of literacy for this purpose, therefore, must be equivalent to that of 5th standard of primary education. The fixation of one year for the programme of national adult education perhaps was based on this consideration. But having courses of long duration for illiterate adults seems not to be in conformity with their psychological set-up. Illiterate adults can attend literacy classes more regularly if they are of short duration. It is advisable, therefore, to have at least three distinctive terminal points in one year's programme of adult education. There is one other drawback in having full one-year programme. The achievement of the whole year is most often the same as what can be achieved in a quarter of a year, or even less. Moreover, eradication of illiteracy is possible through campaigns of short duration. The standard of literacy in a course of short education is to be far less than the 5th standard of primary or elementary school. The Conference needs to discuss as to what standard of literacy might be aimed at in a literacy campaign and what should be the duration of its instruction.

Follow-up Programmes

The literary campaign must be followed by post-literacy and follow-up programmes consisting of some courses of short duration and a self-study programme. The main objective of such courses should be to reinforce literacy skills and to help neo-literate adult use it in his daily life. These courses would

enable the neo-literate to reach the standard of 5th class of primary education. The Conference should discuss these issues and attempt to arrive at a consensus.

Programme of Non-formal and Continuing Education

Programmes of non-formal education are meant for school dropouts or literate adults, who want to continue their education further and use the knowledge so acquired for their personal development and for the development of their country. The type of programmes to be organised for non-formal education may vary from area to area and from project to project. The effectiveness of the programme for non-formal education depends upon its suitability to the target group and on the availability of the means of communication for such programmes. In the programmes for non-formal education, the printed word comprising books, newspapers, magazines, and extension literature; the folk media including folk-lore, folk-theatre

and dancing, picturisation of stories kirtan and bhajan mandalies, fairs and festivals and puppetry can be utilised for making the message more effective. Programmes based on group action, such as, discussion, sports and recreation, social services and vocational training can also be organised. The technological media, such as, radio, T.V., films, slide-shows can be used wherever possible.

Strategy for Development

The Conference must discuss issues concerning the removal of illiteracy and also attempt to evolve a strategy for organizing literacy campaigns. It must provide a guideline for the voluntary agencies regarding the size of the campaign, the mechanism for enlisting the co-operation of official and non-official agencies, schools, colleges, universities and national service scheme, teachers, students and other segments of the society. The Conference should discuss as to how the decentralisation of programme planning could be achieved in the organization of adult education activities and programme.

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LEVEL OF LITERACY AND DURATION OF INSTRUCTION

APPENDIX A

Syllabus for the First Test (Stage) in Social Education (Adapted from the Bombay Syllabus)

LANGUAGE

Reading

Reading any primer and any simple book (not very different from the Departmental First Reader). Reading the headlines of the newspapers and simple sentences clearly written on the blackboard. Conjunct consonants of most frequent occurrence need only be introduced.

Writing

Writing simple sentences with common words, not containing conjunct consonants; signing one's own name, and writing one's full name and address, as also names of nearest relatives and things commonly used. Writing a short letter containing simple everyday news. The adult should be able to write each word separately. Use of full point.

ARITHMETIC

1. Simple Arithmetic

- Counting upto 100 (arranging groups of 10, upto 100)
- Writing and reading numbers upto 100
- Multiplication tables of 2×5 , 3×5 and 4×5 only
- Idea of a fraction: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$. Writing these in the reghi symbols.
- Adding and subtracting of numbers upto 20 only

2. Practical Arithmetic

- Idea and recognition of:
 - All coins and currency notes upto Rs. 10/-
 - Seer, Tola, Paylee, etc. (the local weights and measures). The adult

should be able to find the weight of a given thing and to weigh a thing of a given weight.

- He should be able to measure grain by paylees and seers and keep a note of the quantity measured.
- A yard, a foot and an inch. He should be able to measure the length of a given piece of cloth.
- In rural areas, he should have a rough idea of a bigha and an acre.

(2) Giving change for a rupee after deducting a given amount.

(3) Simple calculations required in practical life with the help of tables already studied.

From: *Teachers' Handbook of Social Education*,

Ministry of Education, Government of India, 1955

APPENDIX B

NORMS OF LITERACY

- Ability to read a book with a speed of 50 words per minute with correct emphasis.
- Copying at the speed of 10 words per minute.
- Taking dictation at a speed of 7 words per minute.
- Ability to write functional applications, fill up forms and write letters.
- Ability to read and write numbers upto 1000.

- (vi) Ability to perform easy addition, subtraction, multiplications and division upto three digits.
- (vii) Functional knowledge and ability to write metric units weight, measure, volume and time.

From: *Handbook for Adult Education Instructors*

Published by : Indian Adult Education Association, 17-B, Indraprastha Marg, New Delhi-110002 in 1980

APPENDIX C

The objective of any Adult Literacy Programme, whether functional or non-functional, is to impart to adult non-literates, initial literacy skills, namely, the skills of reading and writing with comprehension, to bring them to a stage of take-off in education from which they can continue their education for self-development. They can do this either through self-study or through condensed part or full-time courses or available correspondence courses that help them to use these skills in a functional way. The aim must be to enable them to participate actively and effectively in the development programmes of the community and the country to which they belong.

To achieve this objective of bringing non-literate adults to take-off stage, the standard of literacy to be attained should be equivalent to a completed elementary or primary education course.

This initiation of adult non-literates into initial literacy skills should normally take about 360 to 400 hours learning in the teaching-learning situations available in India, and may be achieved in stages, most appropriately in two stages.

THE FIRST STAGE is equivalent to

the standard of literacy laid down for census purposes, and approximates to the literacy skills achieved by a child completing his two years of schooling at elementary level. An adult non-literate will have to achieve the following skills in reading and writing, apart from skills in arithmetic.

Reading

- (i) Loud reading of an easy prose passage, written in simple language and in known (generally spoken) vocabulary, with fluency and speed and without spelling out letters of words read ;
- (ii) Reading with comprehension of simple sentences clearly written on the blackboard, captions on posters, advertisements in newspapers specially prepared for them, and other simple materials brought out for them and printed in large-size letters with bold type ;
- (iii) Words with conjunct consonants of most frequent occurrence ;
- (iv) Ability to comprehend the immediate plain meaning of what is read, specially the simple matter on topics of his immediate concern ; and
- (v) Ability to read and comprehend a vocabulary of about 500 to 600 most commonly used words, including the technical words necessary in different life-situations.

Writing

- (i) Writing of words and simple sentences with commonly used words ;
- (ii) Transcription, from blackboard or a book, of words and sentences ;
- (iii) Writing of names and address, names of objects and things commonly used ;

- (iv) Writing of simple words and easy sentences dictated at a reasonable speed from lessons already learnt ;
- (v) Writing of simple messages and of short answers to simple questions.
- (vi) Filling up of forms specially prepared in easy language
- (vii) Use of punctuation in respect of the full point.

THE SECOND STAGE is equivalent to the stage reached by a child on completing five years of schooling at elementary level. The literacy skills in reading and writing to be achieved by the adult non-literate are:

Reading

- (i) Loud reading with fluency, appropriate speed and comprehension, of easy reading materials and periodicals specially prepared for neo-literates;
- (ii) Silent reading of easy reading materials on topics of interest to them;
- (iii) Reading of simple newspapers, bulletins, pamphlets, folders, booklets, circulars and notices issued for their use ;
- (iv) Self-initiated reading of matter that is of vital concern to them, and is written in simple and easy language ;
- (v) Comprehension of implied and derived meanings with a view to developing reading habits and critical thinking of reading; and
- (vi) Ability to read and comprehend about 1,500 to 2,000 most commonly used words, including those learnt at the first stage, and also some more technical words used in life situations.

Writing

- (i) Transcription of a simple passage

of about ten sentences from a book or a passage written clearly on the blackboard;

- (ii) Writing to dictation of simple sentences or messages on a topic;
- (iii) Writing of words having conjunct consonants;
- (iv) Very simple composition on topics of interest;
- (v) Writing of simple letters, applications, invitations;
- (vi) Filling in of different forms, keeping accounts and diaries; and
- (vii) Writing answers to questions in simple sentences.

To complete both these stages of literacy will take about a year. Considering that the effective period of teaching-learning per day is 1½ hours for six working days a week, the effective learning period is one year, which works out to 360 to 400 teaching-learning hours. This is sufficient to cover the literacy course, if the adult attends classes regularly.

Prepared by : Mr. K. B. Rege, Assistant Director, Directorate of Non-Formal Education, Ministry of Education & Social Welfare

From : *Literacy Manual for Field Workers prepared by the YWCA of India*

Published by : Abhinav Publications, New Delhi in 1976.

APPENDIX D

The present programme is for 10 months, with some provision for post-literacy and follow-up activities. This is insufficient for an effective and purposeful adult education programme, specially if its content is to be wider and is to lead to tangible

development. We, therefore, recommend a programme of about three years, for learners. It could be divided into three stages and should be pursued continuously as far as possible. In the beginning, only a small proportion of learners will complete the third stage, say about 30%. But as time passes, and motivation of the learners and the quality of the programme improve, this proportion will increase substantially. A general indication of the contents of each stage, which ought really to be determined largely by the interests of learners and the local circumstances, is given below :

Stage-I A programme of about 300-350 hours spread over a year. It should include basic literacy, general education with emphasis on health and family planning, functional programme relating to the learners, vocations and some familiarity with laws and policies affecting them.

Stage-II A programme of about 150 hours spread over a year. It would be the stage of reinforcement of literacy skills and its use in daily life, as well as wider education including appreciation

of science in relation to one's environment, elements of geography, and history emphasising India's great and composite culture. This stage should contribute to improvement of vocational skills and initiate learning, about supplemental employment (e.g. village industries, dairying, poultry, piggery). The participants should be encouraged to form discussion groups and to organise action for development.

Stage-III A programme of approximately 100 hours spread over a year. The aim at this stage would be achievement of a reasonable degree of self-reliance in literacy and functionality and better appreciation of the scope and value of science. This stage should also strengthen the ability to discuss important problems facing the individual, family and the community and take organised action for their betterment.

From : *Report of the Review Committee on the National Adult Education Programme*

Published by : Ministry of Education and Culture, Government of India.



Group Discussion Reports

Group I

Topic : DURATION AND LEVEL OF LITERACY

Chairman : Mushtaq Ahmed

Rapporteur : A.S. Kohli

Duration : The group was of the view that as the situation from region to region, group to group and organisation to organisation differs so much it would be rather harmful to fix a rigid time schedule.

Level of Literacy : On the other hand, the group felt that it would be useful to fix a minimum level of literacy, a level which is precise so that learners and teachers have a clear picture of the goal, and it is easily assessable. However, it should be high enough to put the learners on the road to further learning.

Different existing levels of literacy were examined from the above angle. It was unanimously decided to accept, after some modifications, the level of literacy fixed for NAEP. Though this level was fixed for a 10-month course, the group felt that the level was moderate enough to be acquired in a much

shorter duration if the programme was well directed. The level recommended was :

- i) Ability to read a book, written in simple language about a known subject with a speed of 50 words per minute with correct emphasis and understanding.
- ii) Copying at the speed of 10 words per minute.
- iii) Taking dictation at a speed of 7 words per minute.
- iv) Ability to write applications, fill-up necessary forms and write letter.
- v) Ability to read and write numbers upto 1000.
- iv) Ability to perform easy addition, subtraction, multiplication, and division. ●

Group II

Topic : FOLLOW-UP

Chairman : Meher C. Nanavatty

Rapporteur : Dr. (Mrs) Usha Bannerjee

The Concept : It was agreed that the subject of 'follow-up' should be considered in an integrated manner and that activities both of literacy and adult education should be covered under the discussion.

It was also agreed that follow-up is a continuous process, from the first

phase of literacy to the final phase of functional adult education. Each subsequent phase is follow-up of the previous phase of activities.

The Objectives should be

- i) to sustain the interest of learners;

- ii) to check the literate from relapsing into illiteracy;
- iii) to improve his/her literacy skills and professional performance;
- iv) to make him/her well-informed and to maintain his/her interests in cultural and learning activities;
- v) to prepare him/her to take effective role in developmental process;
- vi) to make him/her understand his/her role as a member of the family, as an enlightened employee or worker, and as a responsible citizen; and
- vii) to assess the impact of adult education activities on the participants, on the family and the community.

The Aspects : The follow-up activities should attend to the following:

- i) *Preventive* : Helping the literate not to relapse into illiteracy.
- ii) *Remedial* : Attainment of competencies which could not be maintained during the initial basic literacy programme.
- iii) *Continuity* : Reinforcement and stabilisation of literacy skills, improvement of communication, and articulation of the ability to read and write, and to develop skills to meet the requirements of daily life. Active participation in social and economic activities of the family should also be supported.
- iv) *Diversification* : Opening of avenues for learning additional skills related to the daily life of the participants and for participation in civic matters in the community.

- v) *Communication* : Forging bond for assertion of cultural identity for recreation and for securing a rightful place and state in the socio-economic order.

Organisation for Follow-up : The group agreed to utilise the following organisational set-up for maintaining follow-up activities of adult literacy and education :

- i) Post-literacy classes and continuing education classes for neo-literate adults.
- ii) Women's organisations/Mahila Vikas Kendras.
- iii) Mothers' Welfare Clubs (Matra Vikas Kendras).
- iv) Community Centres.
- v) Libraries and reading rooms, especially circulation libraries.
- vi) Study circles.
- vii) Radio and T.V. literacy clubs.
- viii) Sewing and cutting classes and other economic activities.
- ix) Cultural organisations (cultural squads), etc.

Measures for Follow-up : The group recommended the following activities for the follow-up of literacy and adult education programme :

- i) Publication of periodicals containing information on current events at local, State, national and international levels.
- ii) Bringing out wall newspapers, particularly with information written by neo-literates in their own handwriting.
- iii) Encouraging neo-literates to write their domestic budget, monthly accounts, and accounts of their cultural activities.
- iv) Organising occasional competitions on writing and reading

out speeches by neo-literates at public functions in community gatherings.

- v) Reading of daily newspaper in local languages.
- vi) Organising excursions to places of cultural and historical importance.
- vii) Using mass-media for cultural and recreational activities.
- viii) Organising social gatherings and recreational activities.
- ix) Organising programmes on radio and T.V. on regular basis for neo-literates and post-literates.

Additional Issues Discussed

1. *Awareness* : It was agreed that the emphasis on maintaining social awareness on problems affecting the life of neo and post-literates should be considered basic to the objective of adult education. While promoting awareness through discussions and follow-up it is likely that the situation of conflict may result in the community. Conscientisation is bound to highlight the area of conflicts. It will be desirable to resolve the area of conflict through discussions, negotiations and through peaceful means as far as possible. At the same time the group agreed that ultimately the adult education workers and members should not feel shy of the conflict. They must face the situation squarely and be prepared to meet the conflict that may arise, as a result of conscientisation.

2. *Role of Youth* : The group was of the opinion that necessary efforts must be made to involve educated youth in the follow-up activities of adult illiteracy and adult education. The members of National Social Service (NSS) in the universities should be encouraged to participate in adult education activities

and thereby to fulfil their social obligation to society.

3. *Continued Interest in Literacy* : It was reported that neo-literates who took to economic activities with enthusiasm, were not able to continue their interest in literacy. During the discussion it was suggested that these very economic activities provide ample opportunities for reading and writing to participants, if the emphasis is laid on functional literacy. It is necessary to adopt innovations to relate economic activities to literacy. For example, maintenance of accounts and the record of procedure for economic activities offer opportunities for reading and writing. The same is also true of cookery classes or sewing, knitting and tailoring activities.

4. *Selection of Adult Education Workers* : It was agreed that adult education workers should be selected as far as possible from the local community. Those who can draw adults to literacy classes and maintain their interest in learning should be made use of from amongst the community.

5. *Use of Voluntary Organisations* : It was recommended that the voluntary organisations, as they are best suited for adult education activities, should be increasingly utilised in maintaining follow-up activities of adult literacy and education. Only when voluntary agencies are not available in the vicinity or cannot be formed in the area, the Government organisations should be made use of in maintaining follow-up activities for adult literacy and education.

6. *Indian Adult Education Association to Provide Liaison Services* : The group unanimously recommended that the Indian Adult Education Association should provide the liaison services between the grant giving organisations, mainly Minis-

try of Education, and the member agencies, especially for resolving the delays in getting grants. To enable the Association to fulfil this role it was recognised that the Association should take active interest in the work of the member agencies and provide technical assistance in raising their standard of services.

In conclusion, it was felt that the

maintenance of follow-up of adult literacy and education activities requires a climate of development in the country. The adult education movement requires to be strengthened to provide a development front in the reorganisation of social, economic and political life of the Indian society. Only then it can contribute to the creation of the required climate of development and change. ●

Group III

Topic : **NON-FORMAL EDUCATION**

Chairman : Mr. Yashvant Shukla

Rapporteur : Miss Asha Sehgal

The participants felt that the concept of Non-formal Education was too well-known to be a subject of discussion. Hence, the attention was focused mainly on the implementation of non-formal education.

The deliberations of the group, marked by the members' experience in the field, concluded in the following recommendations :

(i) Non-formal approach, wherever feasible and beneficial, may also be adopted for the formal stream.

(ii) The voluntary agencies may also take up, alongwith adult education programmes, non-formal education programmes for non-school-going children.

(iii) While appointing instructors, minimum qualifications should be laid down. However, in the case of non-availability of qualified instructors, the qualifications may slightly be relaxed. Also, the group felt that the instructors

of non-formal stream should have meaningful contacts with local elders and organisations, such as, youth organisations and Mahila Mandals, in order to ensure motivation of learners, regularity of attendance and achievement of goals. Voluntary organisations may be instrumental in creating such organisations.

(iv) A non-formal education programme should be linked with occupational skills and local needs.

(v) The voluntary organisations may specify some goals for a given locality to ensure an effective learning process.

(vi) Efforts should be made to ensure effective co-ordination between various agencies and Government departments for the smooth running of the programmes.

(vii) An evaluation programme for assessing whether the learning programme has achieved the expected goals or not, should be adopted. ●

Group IV

Topic : STRATEGY FOR LAUNCHING CAMPAIGNS

Chairman : Mr. B. B. Mohanty

Rapporteur : Mr. J.L. Sachdeva

The group made the following recommendations :

- (i) Literacy campaigns, the group agreed, should be launched in the country and the voluntary agencies should take a lead in this direction.
- (ii) Literacy campaigns have to be largely unstructured and with least obstruction from above. The volunteers for these campaigns should be students, housewives, ex-servicemen, etc.
- (iii) The group agreed that although financial support is welcome, voluntary agencies should raise their own
- (iv) The group recommended that Indian Adult Education Association as an apex body of voluntary agencies should negotiate with Government for necessary financial support for launching short term campaigns.
- (v) The group agreed that since removal of illiteracy through students and voluntary agencies has been included in the new 20-Point Programme of the Prime Minister, a delegation should meet the Prime Minister to apprise her of the voluntary agencies' views in this regard.



The Declaration

1. The National Conference of Voluntary Agencies on Eradication of Illiteracy held in Delhi on July 26, 1982, fully endorses the strategy of the United Nations for its third Development Decade, proclaiming the eradication of illiteracy as an integral part of the struggle against poverty, ignorance and exploitation. Literacy programme, the Conference believes, can stimulate the desire for learning among the disadvantaged groups in the society, if it is organised as a part of the movement for raising the standard of their living and for improving the quality of their life. It calls upon the voluntary agencies to impart literacy instruction as part of a comprehensive adult education programme without which democratic political process cannot achieve the objective of establishing a 'new economic and social order' based on the values of equal opportunity, social and economic justice, useful and creative work and active participation in policy making. A comprehensive adult education programme, therefore, should necessarily disseminate proper understanding of different political and economic systems and promulgate clear comprehension of the political aspects of national development. A comprehensive adult education programme, to be an integral part of the struggle for the removal of poverty should attempt to liberate the minds of adult men and women through the various methods, techniques and media of adult education, including folk traditional and

modern media of communication.

2. The Conference affirms and supports the policies initiated in the Sixth Plan document of the Indian Government and embodied in its Minimum Needs Programme. These policies envisage to tackle the problem of mass illiteracy by organising comprehensive programmes of adult education on a massive scale and by augmenting the facilities of formal and non-formal education for children, thereby attempting to cover the entire illiterate population upto 35 years of age. The Conference also puts on record its profound appreciation of and positive response to the point 16 of the new 20-Point Programme which contemplates to involve students and voluntary agencies in programmes for the removal of adult illiteracy. This can be considered a manifestation of unqualified political commitment to adult education programme as far as the Central leadership is concerned. But for the proper implementation of the programme there is a need to widen and deepen the political commitment at all levels. It is only with the active participation of the legislators and political and social leaders at all levels that an atmosphere conducive to literacy campaigns and adult education can be created.

The Conference calls upon all voluntary agencies in India to extend their support and cooperation to the Central and State Governments in the implementation of Adult Education Programme and urges them to adopt, at least one

district, preferably out of 243 districts having literacy rate below the national level and to launch therein the campaign for eradication of illiteracy.

3. The Conference is, however, aware that many literacy drives were organised in the past with great enthusiasm and fervour, but could not achieve lasting results. These campaigns were based on the wrong assumptions that educationally deprived and economically disadvantaged segments of the population have sufficient motivation to acquire literacy skills and to use them in their day-to-day life. But the objective assessment of the situation has shown that the literacy classes have not been organised with sufficient preparation and without proper mobilisation and creation of community support and participation. Moreover, the literate adults are seldom provided with opportunity to use their literacy skills for self-improvement or for the betterment of their community. In the absence of suitable follow-up work and diversified adult education programmes needed by them, they soon lapse back into illiteracy and swell the number of illiterates in the country.

Learning from these past experiences, the Conference implores all those responsible for the formulation of adult education programme to give top priority to all such activities which might bring awakening among our common folk and stimulate their desire to learn. Removal of illiteracy must, therefore, become, an essential component of all developmental activities.

4. Recognising the effectiveness of the media other than the written word in stimulating the illiterate adults' desire to learn.

Realizing the role of the programmes of follow-up, non-formal and continuing education in creating an atmosphere conducive to the development of learn-

ing society; and

Knowing fully well that literacy once achieved cannot be retained and sustained unless the diversified adult education programmes are organised on a regular and permanent basis; the Conference urges all official and non-official agencies to actively participate in the Campaign by organising non-formal education programmes for illiterates, neo-literates, school drop-outs and other literate adults for creating the desire to learn prior to the literacy drive for stimulating this desire further during the literacy drive and for sustaining it after the literacy drive is over.

5. A comprehensive system of adult education, on the lines indicated above, the Conference believes, can be evolved only if educational institutions, corporate sectors of our economy, official and non-official agencies, engaged in development, education, and social welfare pool their resources for and contribute their might towards building up a learning society in the country. This can be accomplished with sustained, continuous and uninterrupted efforts based on well-thought-out plan and well-prepared strategy. The beginning, however, can be made by organising literacy campaigns, preceded, accompanied and followed by follow-up, non-formal and continuing education programme, in collaboration with all the existing agencies and institutions in the selected areas. The Conference urges the Central Government to allocate adequate funds to the voluntary agencies for carrying out such projects which would certainly provide appropriate directions for maintaining and improving the quality of adult education programmes and would ultimately lead to the establishment of a proper and comprehensive system of adult education required for the development of learning society in the country.



A Plan of Action

For Starting a Permanent and Comprehensive Adult Education Programme

IN the light of the principles and policies elaborated in its Declaration, the National Conference of Voluntary Agencies on Eradication of Illiteracy, held in Delhi on July 26, 1982, formulated a 7-Point Plan of Action for the development of nation-wide comprehensive adult education programme. With the concerted efforts of all concerned with its proper implementation, it is hoped that the plan will achieve its twin objectives of eradication of illiteracy and of building up a learning society in the country.

(1) Forum of Parliamentarians and Legislators for Eradication of Illiteracy and Promotion of Adult Education

Programme of Eradication of Illiteracy and Comprehensive Adult Education can succeed only when political leadership at all levels has genuine commitment to make sustained, continuing and uninterrupted efforts in this direction. The Central Government's decision to include adult education in the Sixth Plan under the Minimum Needs Programme and to incorporate it in the new 20-Point Programme is no doubt a manifestation of unqualified political commitment for the adult education programme as far as the central leadership is concerned. But no one can claim that a national consensus has emerged in respect of adult education and that the political and social leadership is equally committed at all levels. We still require a genuine and widespread political commitment to ensure proper implemen-

tation of the adult education programme. To widen and deepen the commitment at all levels, it is necessary that a forum of parliamentarians and legislators be formed as early as possible with a view to encouraging legislators, political and social leaders at all levels to actively participate in building a learning society in the country.

The Indian Adult Education Association should help adult educators and parliamentarians to have a continuous dialogue on the need for comprehensive programme of adult education, on the difficulties and problems faced by it and on the financial requirements for its proper implementation. An ad hoc committee of the parliamentarians be formed to start taking initiative in this respect. The Indian Adult Education Association, of course, should provide the secretarial services for the ad hoc committee to function.

(2) Towards Permanent and Comprehensive Adult Education Programme

In most of our communities and neighbourhoods we have illiterate, neo-literate, semi-literate and literate adults who need adult education of different kind. The comprehensive programme for all the three phases of adult education as recommended by the Kothari Review Committee, therefore, must be simultaneously organised on a permanent basis and voluntary organisations with necessary infrastructure be entrusted

ted with conducting diversified programmes of literacy instructions, follow-up, non-formal, and continuing education. The Government must release to such agencies and organisations, the grant for all the three phases of Adult Education from the very first year of the commencement of the programme with sustained financial assistance with regular instalments. This would certainly create an atmosphere conducive to the development of a learning society in India.

(3) Professional Working Group to Prepare Curriculum and Programmes of Instruction, Technical Resources, Training and Orientation

The three phased adult education programme, recommended by the Kothari Review Committee, aims at developing literacy skills and functional abilities and at creating social awareness and civic consciousness. These objectives, in all the three phases, are to be achieved through programmes of literacy instruction, follow up, non-formal, and continuing education. The formulation of detailed curriculum and programmes of instruction for the three phases require accurate understanding and correct appreciation of the underlying concepts and objectives of the adult education programme. A professional group, consisting of the representatives of the Government, the voluntary agencies and the Indian Adult Education Association be set up to prepare the contents of the relevant curriculum and the programme of instructions and a detailed plan with proper financial implications.

The comprehensive programme of Adult Education covering its three phases will require different functionaries with special capabilities and skills and well-equipped for organising diversified programmes, such as, literacy instruction, group discussion and lectures on topics

of general interest, recreational activities, film shows, exhibitions, social and cultural functions, dramatic performance follow-up and continuing education courses, study circles and self-study programmes, etc. Some of these functionaries have to be recruited as full-time or part-time paid workers. Others may be requested to render honorary services. Both of them, however, need to have technical and consultancy services and special training and orientation programmes to be organised by the Resource or feeding centre at the district level. The professional working group should also prepare a detailed scheme for the Training and Orientation Programme and for the development of technical and consultancy services for various adult education functionaries.

(4) Vidyapeeths

In India, with a long tradition of oral culture and with the majority of people lacking literacy skills, there is a need to organise diversified programmes of adult education on a regular basis. We must also develop some new institutions to demonstrate the utility of literacy skills in day-to-day life.

Residential institutions may be established to organise short courses specially for rural youth, utilising both oral culture and literacy skills for enlightening individuals and for developing wholesome collective life. The residential institution should be built on the lines of Folk High Schools of Scandinavian countries, the Gurukuls of ancient India and the Vidyapeeths of the State of Karnataka.

Such institutions, if established in each rural district and run by the voluntary organisations with general guidance and assistance from the Government may go a long way in transforming the Indian rural scene. The Central and State Governments should provide tech-

nical and financial assistance to the voluntary agencies for establishing Janata Colleges or Vidyapeeths when and where feasible.

(5) School-cum-Community Centre

Under the scheme of Comprehensive Adult-Education, we need to organise in every nook and corner of the country, programmes of literacy instructions, follow-up, non-formal and continuing education. The work of the voluntary agencies for welfare or adult education needs to be supplemented by the institutions of formal education whose services are being extended to every urban and rural settlement.

The schools should also be used for community education and be developed as the centre of community life, where comprehensive programme of adult education can be organised.

The Central and State Governments should provide special assistance to one secondary school in each district selected for eradication of illiteracy and comprehensive adult education programme.

(6) Involving the Corporate Sectors of Our Economy in Eradication of Illiteracy and Adult Education Programmes

The corporate sectors of our economy, both public and private, occupy important place in the national efforts for the removal of illiteracy and for the development of learning society. The workers of the organised sector, due to the impact of urbanisation and industrialisation have some desire to learn which may be stimulated further, and can lead to their joining comprehensive adult education programme. The cost of organising such

programmes in the corporate sector would also be less since its clientele is compact and easily accessible. The enlightenment that these workers may derive from these programmes can have a multiple effect, extending its influence to non-organised sector as well, since they serve as pace-setter in their extended families and have their links with their villages and can stimulate the village folks' desire to learn and participate in comprehensive adult education programme. There are, in India, programmes of polyvalent education (Shramik Vidyapeeth) which need to be extended to involve employees of the corporate sector in organising adult education programmes.

The Indian Adult Education Association should take appropriate initiative for involving both the employers and the employees of the corporate sector in the struggle against illiteracy and in the efforts of evolving learning society in India.

(7) Literacy Campaign of Short Duration

With the simultaneous organisation of literacy classes and programmes of follow-up, non-formal and continuing education, a proper climate will be created for launching campaigns for eradication of illiteracy in the selected areas. The voluntary agencies should prepare schemes of imparting basic literacy and mobilise all resources to launch a campaign of short duration in at least one district and attempt to eradicate illiteracy from the age-group 15-35 in their selected area. The agencies should be provided necessary funds for this purpose on the submission of a properly drawn-up scheme for literacy campaign. ●●●

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 several 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.

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

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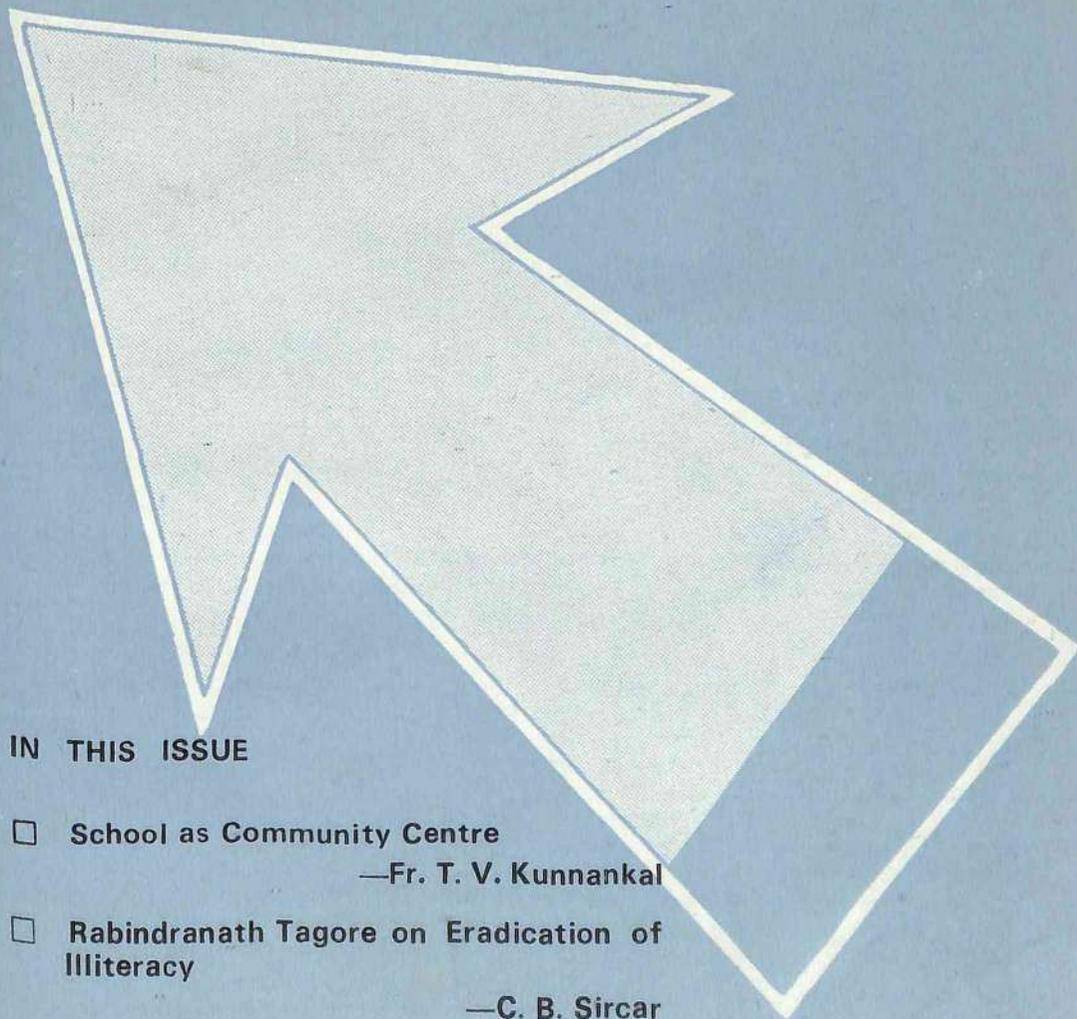
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Contributions on a wide range of themes within this broad framework are welcome. The Journal is particularly interested in current experiments in the field.

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Reaching out

Most mortals in an expansive altruistic mood tell themselves sometimes that they are prepared to go the second mile and take off their back their shirt and give it to the poor. Notions such as these have inspired many people over the years. Ordinary people often find satisfaction in acts which reflect this altruistic outgoing mood. Some even graduate to true greatness and are beatified as saints. The act of giving away is a highly personal experience and often is of a really spiritual nature. Such an experience is deeply satisfying. A compelling spiritual force from within moves even the most withdrawn to go beyond themselves to be helpful and useful to others. However, in such attitude and sentiments (even if they take the character of a force) there is often a pitfall unseen and unknown which acts contrary to the interests of all that is good and well meant. In this very often altruistic mood there is often denigration consciously and/or unconsciously of those who are being helped. Illiterate condition is equated with ignorance and even inadequacy of a qualitative kind.

So helping is very often a case of reaching down and not reaching out. In fact, this has been the bane of many developmental outreach programmes. The approach, content and process of development are tinged with this attitudinal infliction. Today the elitist mind dominates all developmental thinking and practice. The top-down approach has for its intellectual and emotional basis this unconscious attitude. The Victorian phrase "Poor but honest" is still with us in more subtle and damaging forms than we are prepared to admit or see.

Abolition of illiteracy should be a reaching out—an attempt at seeking partnership based on mutuality of those who help and those who need help. Programmes of adult education succeed not only because of technical excellence at the level of learning and communication but also because of an ethos that promotes mutual need. This is possible if inner conviction and faith are there based on the respect for human personality. The creation of such conditions has to be a conscious matter—a result of imagination and effort.

Time and again, those who have been involved in programmes of adult education have become aware of this discriminatory attitude in themselves and others. It forms a subtle part of ourselves. This is a continuing dichotomy which needs to be fought. With our current search for making adult and non-formal education relevant to our developmental challenges, awareness of this inadequacy in ourselves is necessary. Its roots are in our culture and in our psyche.

Back of the fight against illiteracy is a grand vision of the realisation of a better and a more beautiful world. Our developmental efforts should fulfil that dream. The rationale for this is simple and straightforward—"Where there is no vision, the people fail".

"Schools, by their nature and functions, perform a social activity, a community service. As institutions, they owe their beginning and continuance to support from the community. Hence, an institution that remains aloof and exclusive will neither promote the attainment of its educational objectives nor will it get much public support. Every school must become an 'Open' school, open to the community."

pare the young to take their place in society. It can be called a coping or enabling process on the part of the young, while it is a transferring activity on the part of the adult. To fit into the future society, the young must critically assimilate the culture of society, its fund of knowledge, skills, values and orientations and learn *To Be* and learn *To Become*. The Fauvre Report of UNESCO stresses continuing or lifelong education (*education permanente*) as the major objective of education. Education has, by its nature and functions, a dual dimension, one directed inward, at the individual and his growth and the other, outward, directed at his relationship with society.

Apart from the medium of language (communication) that is used for education, several other media operate in the educational process: the medium of subjects; the medium of various instructional technologies; the medium of interaction between the teacher and the students; the medium of experiences; and the medium of interaction between the students and members of the society or community outside the school.

Significantly, the Kothari Commission report, which reviewed the role and functions of education at all levels and which proposed reforms to make education truly an 'instrument of change'

School as Community Centre

Fr. T. V. Kunnankal

EDUCATION is a process that promotes change, growth, development. In fact, these three words can be used as synonyms of education. Hence no change in the person means no education; little growth means little education and good development means good education. But the question still remains: what is education? What are its aims and purposes? Education is the (social) institution that the society (community) uses to pre-

Keynote address delivered at the Seminar on 'Role of Schools and, School Teachers in Adult Education' jointly organised by Indian Adult Education Association and Central Board of Secondary Education, Directorate of Education, Delhi Administration.

has as its sub-title: Education *and* National Development. The conjunctive 'and' between Education and National Development is meant to be a causal conjunctive, namely, education is meant to promote national development.

Status Quo in Education

In most institutions, the emphasis is on obtaining marks and more marks. The overall development of the students, which is the professed aim of the institution, finds practical application mostly in terms of good performance in examinations. Developmental education, and that too, of *all* the students, through a variety of activities and programmes, remains largely neglected. The schools highlight that they obtain 100% pass year after year, even though many young children must 'die' an early death to attain this school objective. But if the calculation is to be made on the percentage of students who have received all-round development, the figure is likely to fall sharply to 20-30 or less. If we seek for the percentage of students who have changed their mind-set and orientations due to contact with the society outside, the figure drops to a single digit.

School is a Social Institution

By nature and function, the school is a social institution. After the home, which is the primary social institution, the school continues and strengthens the function of transfer of culture, which includes patterns and modes of behaviour, relationships, techniques and technologies, accumulated knowledge and skills and basic postures, beliefs, values and orientations. School must bring an analytical and critical review of culture, so that the transfer is based

on rational grounds. Otherwise, the alienation and uprooting that is all too frequent a phenomenon or the uncritical acceptance of the past, which is equally common, will result.

There is another reason why the school has a close link with the community. We have three types of recognised schools in our country. First, the Government schools, which are fully financed from public funds. Second, those which receive grant-in-aid. The third category is of private schools, which do not receive aid. People have come to rate the schools by the degree of its "publicness" and the more private a school, the more public it is rated. Expense and exclusiveness are other norms for judging. But, no matter what category a school falls into, all owe their origin and continuance to support from various governmental or civic bodies and from the general public. There is no gainsaying the fact that it is man who builds an institution. Often individual men have built up great institutions. But there is no instance of such an event, unless he/she received continuing support from within and from without. There is no way of building up and maintaining a school, of whatever type, unless it remains also a collaborative project, linked to the community.

Schools, by their nature and functions, perform a social activity, a community service. As institutions, they owe their beginning and continuance to support from the community. Hence an institution that remains aloof and exclusive will neither promote the attainment of its educational objectives nor will it get much public support. Every school must become an "Open" school, open to the community.

Implications of School as Also a Community Centre

(a) *Allowing the Community to Reach in*

Schools, especially in metropolitan areas, can have access to immense resources and facilities, if they have the will to make use of them. Closed doors and gates will keep these from being discovered and utilised. These resources provide many avenues for enlivening and enriching the educational process. To list some :

(i) Use of films, books, slides and other audio-visual aids, available on loan.

(ii) Use of specialists from regional or national agencies, for extension lectures in subjects, for orientation programmes of seminars. A bit of asking around and exploration will let the school discover, sooner or later, several persons and agencies, including parents, who are both competent and willing to provide such services. The result is adding depth to certain subjects, improving the activities and programmes, games and sports, etc. By and large this remains a neglected and largely unused area. Instead, one often comes across elaborate procedural trails and obstacles which discourage many from finding access to the school.

(iii) Inviting special persons to share their critical insight into events, experiences, conditions, etc., with the students ;

(iv) Seek the assistance of the community for meeting developmental costs.

These are some of the possibilities, through which the school and the community can join in partnership to improve the educational process .

(b) *Enabling the School to Reach out*

Instances of institutions looking

upon themselves as community schools are few and far between. Ideally this community-school interaction and linkage, aimed at both promoting the improvement of the educational process and of the quality of life of the community, must become self-generating (automotive). Once begun, it creates motivation to continue and advance further.

To begin with, I list some possibilities of reaching out to the *deprived* sections of the community through educational service :

(i) Many children attend schools where they do not receive sufficient attention and therefore do not learn enough to pass. Failure in one or more classes leads to drop-outs. When these occur in the beginning years of school (Classes 1-4) this also means that they will lapse into illiteracy. Schools can do a meaningful and urgent educational service to the community's deprived children by permitting neighbourhood children facilities for regular study, under supervision and tutorial assistance. This should engage not only the adult teachers but also students as teachers. To succeed, there has to be a seriousness of purpose, and follow-up and link-up with the schools where these children study. This could also pave the way for an informal school complex, whose idea is to have a number of schools of different stages coming together in mutual support to benefit all. From actual experience it would become obvious that far from being a one-way gift, the school serving the needs of others will also receive as much or more benefits.

(ii) Open school of CBSE : From the next examination year (1983) students registered with the Open School from all over the country will take the second

dary school certificate examination. The students are adults (mostly working adults) who had dropped out of the formal system many years ago and have now found a chance for re-entry into the system and to matriculate. Besides the lessons being sent to them and corrected by the Open School tutors, they require some face-to-face teaching as well. Without these Personal Contact Programmes, several will once again fail—a real tragedy. Schools can volunteer to serve as Personal Contact Centres, setting out a definite day and time to provide occasional assistance (e.g. Saturday/Sunday, from 10-1). To be effective, there has to be a certain amount of personal linkage between particular students and particular tutors. This will ensure success.

(iii) Adult Education Programmes. A variety of adult education programmes are possible, such as, Health and Hygiene education ; Population education ; Environmental education ; Adult literacy ; and carefully selected vocational courses which have a market for absorption of the trained persons for jobs or for sale of the items these persons produce.

To give some instances and possibilities of reaching out to the normal sections of the community :

(i) Through shared facilities : In a poor country like ours, to build an expensive school plant and use it for five or six hours a day is a great waste. Besides, the community had a share in making the school facilities possible. Hence they should have access to them. The time when such access is possible, the duration, the types of facilities to be made available (classroom or hall, grounds, indoor or outdoor games facilities, library, swimming pool, etc.) will have to be decided by the school. The Parent-Teacher Association (which holds

much dread for many schools) could be an agency for consultation. Initially the school may allow only limited access. But, learning from experience and if mutual responsibility and trust grows, the areas of sharing can grow. This matter needs careful scrutiny, since it involves expenditure on additional maintenance and personal costs. But a beginning must be made, to build upon. That will also replace the present 'strictly out of bounds' policy.

(ii) Facilities for special Education : Lifelong education is the goal of education, as the UNESCO report insists. This is all the more necessary for the future society, since the explosion of knowledge and the creation of new technologies make it imperative to have continual updating. You cannot do tomorrow's job with yesterday's know-how. Hence a variety of life enrichment courses, courses in management or other professions, courses in selected vocational or technical skills, etc., will be welcomed by the community. Once the school becomes open to explore such possibilities, parents and other interested members of the community will willingly come forward to assist in the planning and execution of the programmes. The school's basic contribution will be to provide basic infrastructural facilities and possibly some supervisory or administrative assistance. While the community will have benefited from several need-responsive courses, the school will benefit from the community.

(iii) Long-Term Community Development Programme : Apart from the possibilities mentioned above, these schools which feel up to it, can engage in long-term projects of community development, in a resettlement colony, in a slum or in a nearby village. Only through

(Continued on page 10)

Linkages in Learning

Fine art is that in which the hand, the head and the heart of the man go together.

JOHN RUSKIN

UP the stairway an extended landing makes for an improvised class room. The floor is bare except for a drugget. Some 20 children sit in two's, each pair so engrossed in each other that they scarcely notice the curious visitor. Yes, they are seriously at work, sharing their thought and talent, the one trying to

serve the other. It is a learning session unlike any other—'special education' as the educational administrator would put it.

Girls and boys from the senior classes of an otherwise conventional Delhi school, who are students in the morning, turn teacher in the afternoon. They are as bright as children everywhere, but they probably become brighter, and certainly more responsive, imitating their own teachers. For, each of them has in his or her care another boy or girl, who needs, for whatever reason, more help than could be had in the regular class—or from the parents back home. They belong mostly to the junior classes, where they lag a little behind their class-mates, due to a stutter, visual impairment, emotional disturbance or slowness in learning. They respond to a helper who comes with sensitivity and on equal terms. They respond spontaneously to another child.

It is educative to see how well children know each other and how naturally they match to form working partnerships in the learning process. An adult teacher oversees, but hardly interferes in, the two-hour session, which is now part of the school time-table. The student-teachers have had the benefit of a two-week orientation. And the student-learners seem to derive a new confidence in facing the future.

Don't the children, who start their day at the break of dawn, get too tired by afternoon to receive, or give, the extra coaching? Not at all, says Mohan. He is in the third class but has problems learning science for the grade, though he likes mathematics, Hindi and English. He does not sleep before 10 p.m. Lata, his mentor, is in the eleventh class. Obviously bright, she seldom misses her time with Mohan, for she finds it as important as attending her own class.

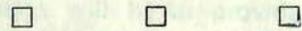
Reprinted from 'Future' UNICEF, (1982 first quarter)

This experiment in child-to-child learning is one facet of an old idea that has received a new injection of life. It is called, perhaps with avoidable inelegance, *specialty useful productive work* (SUPW). The idea is potent though the educational system is still trying to imbibe it. It needs to be appreciated before it can be accepted by parents, products themselves of a society divided in layers of many kinds. One way to understanding SUPW is to be exposed to the various forms it can and does take.

The scene is Gondli, across the river Yamuna. It is a recent low-lying low-income settlement, loosely described as a village but in reality a rather dense spill-over from Delhi and heir perhaps to the worst of both the urban and rural worlds. On the terrace of the modest building of the panchayat (village council), some 20 normal, local, illiterate children of ages between 4 and 14 gather with expectations of learning new stories and games, letters and numerals all taught in terms familiar to their environment. And the 'teachers'? They come, by turn, two's and three's all the way from Delhi in their school bus. They are fulfilling the SUPW part of their curriculum, but if the looks on their faces are any indication, they are, in some measure, fulfilling themselves. The school sends a supervisor but she watches from the sidelines and leaves the children—teachers and learners—to themselves. Among the learners in this unstructured experiment, there are more girls than boys. So too among the student-teachers. The working class parents of the learners gladly send their children but not all the middle class parents of the student-teachers are agreed on the expansion of the acronym SUPW: some of them take it as "some useful periods wasted"!

Student power of a kind, with some school prompting, seems however to prevail over parental resistance. Child volunteers from better-off families come to realize that they are not necessarily *better* than the children who come to them to learn, about the reality of whose poverty they hardly knew. The kindly and consistent interest which Rajiv, a boy of the 11th grade takes in teaching the Hindi alphabet to Harpyari, a school attendant of many years' faithful service, appears to defy well known theories of social class. What is almost impossible in the adult world can happen in the world of children.

This impression is reinforced, early in a winter morning, at the crowded little room in a South Delhi slum (again incongruously referred to as a village—by name Pijanji). Here, over 20 children, practically of all ages under 14, sit on the floor or tiny stools, listening intently, one to one, to 11th graders from another school and of well-to-do parents. The former are school going children of working class families living 5 or more to a room and with no hope of supplementing at home the coaching they get at school. The latter are fulfilling the scholastic obligation and a social purpose—through SUPW.



The spontaneous response of one human being to the needs of another, on some significant scale, is often called social service or social work. This could take the form of making a product, even an artistic creation, not so much for profit as for its usefulness for others, in particular for those in need. The idea of relating the world of work to learning, is perhaps as old as the latter. In a society where more people are deprived than contented, the linking of life to education becomes a social imperative, bridging the categories of the

poor and the non-poor. It also nourishes the process of education, enriches its content.

Way back in the 1930's Gandhi argued that manual work would have to be the centre of what he called *Nai Talim*, or basic education. Illustrating, he said: "A carpenter teaches me carpentry. I shall learn it mechanically from him and as a result I shall know the use of various tools, but that will hardly develop my intellect. But if the same thing is taught to me by one who has taken scientific training in carpentry, he will stimulate my intellect too. For, the expert will have taught me mathematics also, told me the difference between various kinds of timber, the places where they come from, giving me thus a knowledge of geography and also a little knowledge of geometry and arithmetic... I have said that manual training must be given side by side with intellectual training. But now I say that the principal means of stimulating the intellect should be manual training." *Nai Talim* was not only education for life but education through life. It was essentially a preparation for a social order free from exploitation, inequality and violence.

After a good deal of enthusiastic promotion around the time of India's Independence, the concept of manual work at school came to be looked upon by many as costly time wasted, its practice became the exception, its social dimension almost lost sight of. From the late 1960's, following the Education Commission's plea, 'work experience' became part of the school curriculum, the better-run schools taking it more seriously. Yet, at best, it meant acquisition more of mechanical skills than of special awareness or commitment. Meaningful change of attitude, on any significant scale, was prevented by those 'educated' in a system that rejected the

parity of manual work with mental work.

Only a couple of years ago did official thinking recall and recognise the need for exposing school children to the reality of their disadvantaged neighbourhood, of synthesising learning, productive skills and fellow-feeling—the combining, as Ruskin wrote, of the hand, the head and the heart.

Today, there exists a decision by the Indian Central Board of Secondary Education that socially useful productive work be made a curricular programme and a pre-condition for the school certificate. It has become, in a democracy with rising expectations and tensions, a political imperative. In a society in which the gap between the rich and the poor is not seen to be diminishing, it is a social imperative. In a learning system that relies heavily on bookish knowledge and losing steadily on attributes like sensitivity and responsibility and skills it is, more than ever before, an educational imperative.

All this does not mean that the scheme of 'socially useful productive work' has at last got off to an impressive nation-wide start. The first batch of school leavers with SUPW as an obligatory curricular component came out in 1981. But clearly not all schools utilize the prescribed periods for the intended purpose. Some schools, a goodly number of them in States like Rajasthan and Maharashtra, have taken to it. Even they have to contend with parental apathy and teacher inertia. The chances are even of the concept becoming a movement; the students are willing. ●●●

This article was prepared by the staff of "Future" in co-operation with school children and teachers, who are, however, not responsible for the views expressed in it.

SCHOOL AS COMMUNITY CENTRE

(Continued from page 6)

the serious collaboration of various agencies concerned with health, education, housing, rural development, etc., can such a project succeed. It would also be ideal for several schools to come together and make this an inter-school project. The schools must stay with project till certain developmental targets are reached.

Some Questions and Doubts

What will happen to the school? Will it not be turned into a social service agency? Will not the students be distracted? Will they not do badly in studies? Where do we find the time for all these extra-curricular activities?

These are honest questions as expressions of status-quo attitudes and fears of traditional schools.

Rather than attempt to answer them, I also raise some questions :

(i) Structures are meant to subserve the function. Institutionalisation tends to make structures rigid. Has this become the case with formal education, so that structures serve less and less the functions for which they were set up?

(ii) Deteriorating standards of education, judged in terms of marks (and not competence) has been raised in some quarters. Supposing this has

some substance, does the answer lie in greater emphasis on a narrower area of examination performance or in bringing greater meaning and relevance to the educational process? Will isolation from the community ensure this or linkage with the community?

(iii) Since there has been a great deal of the community investment in every type of institution, is it not legitimate for the community to expect a fair return?

Conclusion

Community-school link up seems essential, whether considered from the point of view of improved school education, or from the urgency and size of the problem of socio-economic deprivation of a section of our society and for whose solution, the school can play a part, however small, or considered from the aspect of optimum utilisation of a community resource for the needs of the members of the community. Hence I plead for discarding the periscope, which enables one to squint at the reality outside by looking over the school walls. I plead for the opening of the school gates, at least the wicket gates to begin with, so that a two-way communication channel can be opened. Based on the experiences of successes and failures, difficulties as well as opportunities, future models of community schools and community education can be built. ●●●

The welfare of the people could be safeguarded only if they are made literate

—RABINDRANATH TAGORE

Rabindranath Tagore on Eradication of Illiteracy

C. B. Sircar

GURUDEV Rabindranath's educational ideas aimed at developing fullness in life and for the fulfilment of his ideas he experimented at different places like Silaidah, Patisar, Santiniketan and Sriniketan. In his view, the task of Rural Reconstruction was to re-build man by imparting literacy and education, including knowledge of different subjects related to different aspects of rural life. He never believed in formal literacy and educational programmes.

During his stay in his Zamindari Estate covering villages of Patisar, Silaidah, Kaligram, Ratwal and Kamta located in the districts of Nadia and Kustia (both these districts are now in

Bangladesh), Gurudev encouraged the villagers to organise 'night schools' and 'pathasalas' by building community centres. He engaged village teachers on a small monthly remuneration for these schools. To raise funds required to run these schools and other rural welfare work, he introduced 'welfare levy' in his Zamindari Estate. He also established a welfare society in 1905 in that part of rural Bengal. The students in these schools were made familiar with alphabets and the 3 R's. Gurudev's idea of literacy education included newspaper reading, lessons on first-aid, agriculture and animal husbandry, fire fighting, social duties at the time of flood, etc., and emphasis was laid on 'learning by doing'.

Even behind the foundation of Brahmacharya Vidyalaya at Santiniketan (the abode of peace) in 1901, was Gurudev's desire to educate students about their role as citizens of a large society. The activities of the school were closely connected with the 'society'. A night school was also run by the Vidyalaya at Chumkapara village near Santiniketan under the guidance of Shri Kalimohan Ghosh, a reputed village worker.

Sriniketan (the abode of wealth) comprising a house and some land which Gurudev purchased from a Sinha family of Raipur, is located very close to Surul, Mohidapur, Mouldanga, Pearsonpalli, Balipara and other villages. Gurudev's experiments of rural reconstruction formally started at this place in 1922, after the arrival of Dr. Leonard K. Elmhirst at Santiniketan. Dr. Elmhirst took with

him a small group of enthusiastic students from Santiniketan Vidyalaya for starting the rural work centre at Sriniketan. As the activities grew, Dr. Elmhirst named the centre as the Institute of Rural Reconstruction* and Gurudev happily approved of the name.

Among the many activities of the Institute in those days was 'literacy work', undertaken in a number of night schools of about half a dozen villages around Sriniketan. These schools were run by young village volunteers who were interested in social work, and there were some for which village school teachers were engaged on a very small honorarium. These night classes were conducted in one of the houses provided by the villagers, which also served the boarding and lodging needs of the teachers. These schools used to receive help from the different departments of Santiniketan including those of arts and music. In 1923, seven night schools were started by the Institute in the adjoining Santhalparas and other villages. In 1932 the number of night schools rose to 12.

A rural Circulating Library 'Chalantika', the first of its kind in Bengal, was set up in 1925 with only 200 books for providing support to the literacy work undertaken by the Institute. Lectures with the help of magic lantern shows on agriculture, health, sanitation, cooperation, religious and cultural subjects also formed part of the activities of these night schools, (26 such lectures were organised in 19 different villages in 1929). A 'Kathak' (story teller) was appointed for introducing *Kathakatha* in the night schools and

* The term 'Rural Reconstruction Work' was first used by Rabindranath in 1908 in one of his letters which he wrote to Lady Abala Bose from his Zamindari Estate at Silaidah where he was engaged in the uplift of the rural population.

in 1938 Rabindra Sangeet was introduced. In the same year, a fortnightly news bulletin for neo-literates entitled *Deshe Bideshe* was published in simple Bengali language and was distributed free of cost to villagers. Exhibitions on literacy and other work were organised in 1939 in different villages. Regular annual training camps for literacy teachers were also organised by the Institute.

Literacy programme, considered to be very vital for the total rural reconstruction work, was run by the village welfare section of the Institute.

Since 1922 the Institute's activities have grown manifold in spite of the fact that problems of illiteracy in villages have been aggravated by many factors like :

- Continuous migration of educated and literate persons from the villages to cities and rural-urban towns for a better livelihood due to the reason that our national rural development plans since 1950 have remained indifferent to the poor families living below the poverty line. (In 1982 almost half the population of our country was below the poverty line).
- The relapse of a good percentage of neo-literates who are poor into illiteracy due to non-use of literacy knowledge in their occupation and day-to-day living. Even the libraries set up in the rural areas are unable to attract the neo-literates.
- Population continues to grow unchecked. In West Bengal alone, in the 1971-81 decade the population has increased by 1,01,73,000 crore. Almost 3,000 babies are born every day. Most of these children are born in poor families, majority of which are below the poverty line.

—As per the report of the committee set up by the Education Department of the Government of West Bengal in 1981, 60% children discontinue their education at primary school level. A large number of students drop out from primary schools (day schools) due to various economic and social reasons.

—Non-attendance in the formal schools at primary level is also caused due to various reasons like (i) lack of understanding of education imparted in the formal schools by poor parents, (ii) non-pragmatic and unattractive course contents at the schools, (iii) language difficulties for mixed school children (Tribals and Bengalis), and (iv) fatalistic attitude of parents.

It is a well-recognised fact today that without pragmatic support for income-

generating programmes to remove poverty, and health welfare and supplementary nutritional programmes, the venture made in the field of literacy work will not have a progressive and sustaining effect in rural areas.

Besides these, we must seriously think to produce suitable literature for literacy work (both for freshers and neoliterates) with the active help and co-operation of the various language departments and the education departments of the universities.

The teachers of the universities should extend their help in tackling this massive problem of illiteracy in our country. They are certainly committed to those who are illiterate and poor. The university students can also play a big role in the eradication of illiteracy. As Gurudev said :

"Our sphere of activities, lies near us and around us and in our homes and in our neighbourhood". ●●●

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Impact of Training on Knowledge and Adoption

N. Narsimha and M. K. Sethu Rao

Agricultural institutes in our country quite often undertake farmers' training to bridge the gap from 'lab to land'. A study conducted by the authors, however, reveals that training alone is not sufficient and that actual adoption of technology is conditioned by other factors like infrastructural facilities.

FAST changing agriculture technology is a must to keep pace with the ever increasing demand for food and other agricultural products in a developing country like India. During the last few years Indian agriculture has undergone tremendous changes, because of green revolution and other technological developments. The tillers of the soil sometimes find it hard to understand and act upon these complex innovations, as a result of which they lag behind in their adoption and diffusion. To bring about efficient communication and rapid adoption of complex technologies, extension personnel have to think of concrete devices which can do this job without allowing for lapse of time. In this direction the institutions serving the cause of agricultural development have found farmers' training an appropriate device.

It is a well known fact that farmers' training has been instrumental in the quick spread of high yielding varieties throughout the country, since 1966. Farmers' training is an intensive learning situation in which one of the important principles of extension, that is, 'learning by doing' operates. Thus, the importance of farmers' training in filling the gap between the 'land and the lab'

needs no special emphasis.

In this study a modest attempt has been made to assess the role played by farmers' training in one of the most potential pockets of growth, such as, irrigated project command area. Thus the study was designed to understand the impact of farmers' training on the participant farmers of Malaprabha Irrigation Project in Dharwad and Belgaum districts of Karnataka State.

The deep black soil of this command area calls for a specific type of soil and water management practice and, as Rabi wheat is one of the important crops grown, the study was designed to know the impact of training on the knowledge level of farmers with respect to Rabi wheat cultivation and also on a few important soil and water management practices. The specific objectives of the study were :

- to examine the overall knowledge levels of the trained farmers with respect to recommended cultivation practices of irrigated wheat and soil and water management practices ; and
- to find out the overall adoption levels of the trained farmers about the recommended cultivation prac-

tices of irrigated wheat and soil, and water management practices.

The working hypothesis of the study were :

- There would be no significant difference in the knowledge level of trained farmers with respect to recommended cultivation practices of irrigated wheat and soil and water management practices.
- There would be no significant difference in the adoption level of trained farmers with respect to irrigated wheat cultivation and soil and water management practices.

Study Area

The Malaprabha Irrigation Project is one of the major irrigation projects which benefits totally eight taluks of Dharwad, Belgaum and Bijapur district of North Karnataka. Utilization of irrigation potential created by this project is vital for total agricultural development of the whole State. Keeping this point in view the Government of Karnataka created the Command Area Development Authority (CADA) in 1973. The CADA developed a programme to provide training to farmers through established institutes, like the Rural Development Training Centre and Farmers Training and Education Centres, by training them for a week in crop production, and soil and water management techniques.

Sample Size

The farmers who underwent a week-long training programme from 1975 to 1979, from Nargund and Navalgund taluks of Dharwad district and Soundatti taluks of Belgaum district of Malaprabha command area constituted the population for this study. Four villages each from Nargund and Navalgund taluks including

Nargund and Navalgund proper, and six villages from Soundatti taluk were selected. The respondents selected from Nargund and Navalgund taluks were 80 each and from Soundatti taluk it was 50, making more than 50 percent of the trained farmers of the taluk. Selection of respondents in all the three taluks were done on systematic proportionate random sampling method. The total number of respondents was 210.

Data

The relevant data on the study were collected using pretested schedule by personal interviews during 1979.

Methodology

To measure the knowledge level of the respondents, the Knowledge Index as suggested by Anastasi (1961) was employed.

Accordingly,
Knowledge Index

$$= \frac{\text{Number of correct responses} \times 100}{\text{Total number of knowledge items}}$$

There were 15 knowledge items and each correct knowledge item was credited with a score of one and that of wrong answer with zero. After computing knowledge scores the farmers were grouped into two categories, low and high, by taking mean knowledge score as a standard measure. Accordingly the score of low category was below 56.55 and that of high category was above 56.55.

By utilising the adoption quotient technique developed by Sengupta (1967), the adoption level of respondents was measured with reference to recommended cultivation practices of irrigated wheat and soil and water management practices. The scores for the adoption of individual practices were

arrived at keeping in view the relative importance of the item. The following pattern of differential weightages in scoring the adoption level was followed.

ITEMS	SCORE
No adoption	0
Partial adoption	1
Full adoption	2

Any deviation from the recommended practices was considered as partial adoption, except for no adoption category. Depending upon the adoption score obtained by the individual respondents, they were categorised into two groups of low and high with the mean of the scores as a standard. Accordingly the score of the 'low' category was below 60.78 and that of the 'high' category was above 60.78.

Results and Discussion

Overall Knowledge Level: The results shown in Table 1 indicate that there was a significant difference between the two categories with respect to training and knowledge involved in the cultivation of irrigated wheat and soil and water management. It was also clear that the overall mean knowledge score was fairly high, confirming the influence of training on the farmers. The probable reason for this could be, the inherent individual difference among the farmer trainees,

TABLE-1

Overall knowledge level of trained farmers with respect to cultivation practices of irrigated wheat & soil and water management practices.

n=210

Sl. No	Knowledge level category	Frequency	Mean knowledge Score	Remarks
1.	Low	125	52.67	F=5.82** U=7.66**
2.	High	85	61.69	
3.	Overall	210	56.55	

** Significant at 1% level

resulting in the manifestation of the above finding. Also, the trainers might have assumed the presence of homogeneous group. The null hypothesis set for the study was accordingly rejected.

Overall Adoption Level: From Table 2 it is clear that there was significant difference in the adoption level of 'low' and 'high' category farmers. Majority of the trained farmers were under low category, their mean adoption score was less as compared to the mean adoption score obtained by high category of trained farmers.

TABLE-2

Overall adoption level of trained farmers in relation to recommended cultivation practices of irrigated wheat & soil and water management practices.

n=210

Sl. No.	Adoption level Category	Frequency	Mean Adoption Score	Remarks
1.	Low	133	56.71	F=1.78** U=16.58**
2.	High	77	67.43	
3.	Overall	210	60.78	

** Significant at 1% level.

The reason for this could be that some of the farmers though having learnt under the training situation, must have found it difficult to practice it under the actual field condition, due to several practical problems. Hence even among the trained farmers majority of them have fallen under low adoption category. This could be explained by the fact that while new technology may be accepted under the training situation, behavioural adoption may not be to the desired extent due to inadequate infrastructural facilities such as capital injection. Accordingly, the second hypothesis of the study was rejected. Training certainly makes a mental thaw but behavioural adoption is conditional by several factors. ●●●

Awareness through National Adult Education Programme for Women in Chandigarh

Anand Bhushan and Anita Vij

AN analysis of the literacy scene for the age group above 14 years shows that while the percentage of literacy has increased in 1951, 1961, 1971 and in 1977 from 19.26, 27.76, 34.08 to 38.00, the number of illiterate persons has also increased during this period from 17.39, 18.70, 20.95 to 22.66 crores. The segmental dimension of the problem is even more serious. In 15-35 age group, out of a total of 9.71 crores of illiterate persons, the rate of literacy among rural female population is only 18.80 per cent and there are vast

variations between rural and urban, and between scheduled castes and scheduled tribes on the one hand and the remaining population on the other.

Under such circumstances, the Government thought that the disparities would continue to rise unless arrangements were made to bridge this gap. Soon after (July 5, 1977), the Government declared that along with universalisation of elementary education, highest priority in educational planning would be accorded to adult education.

The working group on adult education (1978) looked upon adult education as a method of human resource development including literacy, functional development and creation of awareness among the poor regarding their inherent power to determine their destinies. The report also added that it can contribute to the new development strategy in three significant ways. Firstly, by making a substantial part of the work force literate and better skilled; secondly, by involvement of people in various development programmes which would make it possible to achieve optimum potential and minimise wastage; and thirdly by creation of awareness among the poor regarding the laws and policies of government whereby it would be possible to implement the strategy of redistributive justice.

The National Policy (1979) on education states that one of the aims of adult education programme is also to create awareness about other programmes. It is desirable that such programmes as family planning, health and nutrition, child and mother care are built into this programme.

With the declaration of National Policy (1979) on education, the NAEP accommodated the additional objectives. The present study was designed to evaluate NAEP for its effectiveness

creating awareness among women about the other developmental programmes in Chandigarh. The objectives of the study were :

1. to make a physical survey of women adult education centres ; and

2. to study the impact of NAEP on awareness about the other developmental programmes with respect to age, income level and the quality of the centre management.

METHOD

Sample

Ten adult education centres were selected for the study. The functional strength of all these centres was 226 women in the age group of 16-44 years. Out of the total strength, a group of 144 women were found to be attending regularly centres for a period of three or more months. This group formed the sample of the impact study. About 50 per cent of the total sample comprised unmarried girls and majority of the remaining were newly married young women belonging to lower economic strata (with incomes upto rupees 500 per month). In the selected group, after every seven families, one was headed by an educated person (graduate or above).

TOOLS

Questionnaire : For the purpose of physical survey of adult education centres a questionnaire consisting of 12 items was prepared for the instructors. The questions pertained to facilities, difficulties, strength and special features of the centre.

Interview Schedule : It was developed in two parts. First part included questions regarding general information about age, family's socio-economic status, education, occupation, etc. The second part consisted of 17 questions

As National Policy of 1979 on education states—one of the aims of an adult education programme is also to create awareness about other programmes like health, nutrition and family welfare. A study conducted in Chandigarh to test the effectiveness of NAEP in this regard, revealed that the programme has been successful in creating the desired awareness among women attending adult education centres.

pertaining to awareness of family problems, expenditure, cleanliness, hygiene, nutrition, cooking, general ailment and family planning devices.

Both the tools were tried out on a small group and were improved for language and sequence of questions.

Procedure : One of the authors contacted the instructors for filling up questionnaire and participants for interviews. All the measures were taken to make interviews with the participants a pleasant experience, so that the subject would open up with regard to her personal and private matters. Although no time limit was fixed for interviews, on an average it took 30 to 35 minutes to complete.

RESULTS

A. The Physical Survey of Centres

The regular strength of the centres varied from 20 to 25 women. Since there was no fixed date for starting an academic session, the participants joined the centres at different times during the session. And, consequently, there remained little justification for dividing the group into homogenous groups or classes for teaching.

All these centres were found to enjoy similar material and physical facilities.

The authorities provided academic facilities like notebooks, pencil-rubber, textbooks, etc., for personal use of the participants, uniformly. But the perception of difficulties varied markedly. Out of a total of ten instructors, three pointed out financial constraints, another three showed special concern for academico-administrative problems like inculcating the desire to learn and preparing them to face the detrimental comments of their age mates.

All the centres were facing the problem of irregular attendance. The causes of irregular attendance were different at different centres depending upon the socio-economic strata and family background of the participants. A pooled list of such causes which were pointed out by the participants during interviews is as follows :

- (i) Domestic problems
 - Young children
 - Pressure of domestic work
 - Disease
- (ii) Inadequate curriculum
- (iii) Inadequate facilities including accommodation.
- (iv) Temperamental inertia

B. Impact Study :

I. In order to study awareness of the group, the responses of participants on the interview schedule were tabulated into one of the three categories, viz, 'positively affected', 'negatively affected' and 'remained unaffected' for every item. The null hypothesis that "the frequency of those who reported favourably affected was equal to that of those who reported unfavourably" was tested with the help of the sign test (Siegal, 1956). The null hypothesis was rejected at .01 level of confidence for 7 of the 19 items. The test revealed that the NAEP affected a larger proportion

of participants favourably on :

- helping their children in school work.
- competence to observe household responsibilities.
- keeping their houses neat, tidy and well organised.
- understanding their family problems.
- cooking right type of food.
- taking precautions against disease.
- making use of family planning device.

II. To study the impact of NAEP with respect to (i) age of the participants, (ii) quality of the centre management, and (iii) economic level of participants.

(i) For studying the effect of age on the impact of NAEP, the participants below 25 years and those above 35 years were selected and placed separately. The two groups were compared on each item for the proportion of those who reported to be favourably affected. The difference in the proportions were tested with the help of z-test. The difference in the ratio was found to be significant at 0.01 level of significance. The examination of proportions suggested that:

(a) the greater proportion of elderly women reported to be favourably affected by NAEP on smooth management of the family within the fixed earning, and
 (b) the greater proportion of younger group reported to be favourably affected by NAEP on using family planning devices.

(ii) For studying the effect of income level on the impact of NAEP, the sample was divided into three income levels, viz., Rs. 250 per month and below, between Rs. 250 and Rs. 500, and above Rs. 500 per month. The

(Contd. on page 32)

Jana Kalyan Samiti, a voluntary agency of Orissa on May 1, 1978 took up a project under which it was to conduct 60 Adult Education Centres. The project was reviewed by Xavier Labour Relations Institute, Jamshedpur, towards the end of 1979. Presented here are some of the salient findings of the evaluation report.

Evaluation of an Adult Education Project in Orissa

THE Xavier Labour Relations Institute (XLRI), Jamshedpur undertook an evaluation of the adult education programme of a voluntary agency—Jana Kalyan Samiti, Jaipur, Cuttack—receiving assistance from the Ministry of Education for conducting 60 adult education centres during 1977-78. The project was started on May 1, 1978 and the evaluation study was organised in the latter half of 1979.

Objectives

The main objective of the study was to evaluate the performance of the adult education project taken up by this

voluntary agency. In the evaluation study the learners, drop-outs, instructors, supervisors, the project officers, members of the local community and Government officials were interviewed. Data were collected from 31 sampled centres, wherein 155 learners (5 per cent), 30 drop-outs (1 per cent) and 27 instructors were interviewed. The selected centres included 21 centres for Harijans, 8 for Harijans and others and 23 Adivasi centres. The sample centres represented 21 out of the 31 panchayats where the programme was organised.

Salient Findings

Learners' Background

The analysis of the learners' background showed that 88 per cent of the learners belonged to agricultural class, their median age was 28.9 years and none of them was below 15 years of age, 77 per cent were married, their median monthly income worked out at Rs. 134.40 and 69 per cent of the families had a monthly income of Rs. 150 or less. Their median family size was five. The educational background of the learners' families was also studied and it was found that women in the age group 15-35 formed a substantial section of illiterates. Eight per cent of the learners had been to school before joining the adult education programme and they had spent between 2 to 5 years in schools. They had to discontinue their studies on account of family pressures.

The original report which was prepared by B.R. Dey of Xavier Labour Relations Institute, Jamshedpur, has been summarized by Mr. R. S. Mathur Director, Directorate of Adult Education, New Delhi.

Physical Facilities

With respect to physical facilities at the centres, most of them appeared satisfied with the type of facilities available at AECs.

Motivation to Join/Perception of Benefits and Experiences at AECs

Eighty-nine per cent of the learners joined the adult education centre only to learn to read and write. Most of the learners did not know that the scope of the programme was not confined only to literacy and they were persuaded by the Jana Kalyan Samiti to get themselves enrolled in the programme. The learners were almost equally divided in their responses regarding their experiences at the adult education centres; 53 per cent felt that the instructors were quite helpful in organising the centres whereas 47 per cent found that they experienced difficulties in the classes. An indication of the satisfaction of the learners with the work done at the AEC can be had from the fact that 91 per cent of them stated that they would encourage their friends and relatives to join the programme. 96 per cent of learners also mentioned that if given opportunities in future they would be willing to come for further education.

Programme Results

The average daily attendance was calculated as 24 learners per centre. The achievements of learners in reading were rated as 'good' (48 per cent) and 'satisfactory' (41 per cent). In writing ability 62 per cent were judged to be having a 'satisfactory' level and 20 per cent 'good'. In simple calculations 50 per cent were rated as 'satisfactory' and 24 per cent as 'good'. The overall performance in literacy has been described as fairly satisfactory in reading, but in writing and simple calculations,

the learners had yet to show substantial improvements. In functionality, 33.5 per cent of the respondents considered that participation in adult education programme 'greatly benefited' them in their everyday life. However, some of them mentioned that it prepared them better for their present occupation. Nearly 71 per cent reported no increase in their earnings. 29 per cent of the respondents also felt that as a result of their participation in this programme there was an increase in their earnings. It was concluded that functionality component needed better attention of the project authorities. In the domain of awareness, it was found that learners were conscious that caste rigidity was futile, and that dowry acceptance/demand was illegal. They had reacted favourably to family planning/welfare programmes and were aware of the benefits of savings, etc. But minimum legal age for marriage was not known to many. Most of the learners had correct information about minimum wages but they made a distinction between the rates which should be paid to men and women. 59 per cent of the learners were not aware of the minimum age of voting. Awareness about facilities available for farming purposes was found to be quite inadequate. Awareness about types of facilities available from Family Welfare Centres, Rural Banks, etc., needed to be raised. Utilisation-awareness ratio of facilities offered was found to be quite low for many of the services. Awareness about local problems, such as, drinking water, food and irrigation appeared high but capacity to deal with them was rated low. Main difficulties pointed out by the learners with regard to increased awareness and functional development were: lack of suitable materials, trained instructors and short duration of the programme. A strong follow-up pro-

gramme with greater emphasis on functionality and supply of useful teaching materials was desired by them.

Drop-outs

The drop-outs had attended AECs for an average of 10.4 weeks before giving up the programme. Majority had to discontinue because of family problems. They felt that inclusion of cultural and entertainment programmes, further continuation of the programme, provision of monetary incentive to them, availability of learning materials in time, would raise the participation of learners.

Project Personnel

- Most of the instructors were from farming communities. Their median age was marginally higher than that of learners. 52 per cent of the instructors were Harijans (SCs) and 96 per cent were from the villages where AECs were organised; 93 per cent had no previous teaching experience and 48 per cent were trained for adult education work.
- The Project Officer felt that greater involvement of different government departments was essential in raising the awareness and functional capabilities. The learners showed more interest when addressed by personnel from other departments and they were also considered more suitable in handling these components. Supervisors' reactions tallied with those of the Project Officer. They mentioned that few learners showed a raise in the standard of living, as a result of their increased awareness of facilities available and their utilisation.

Some Weaknesses

- It was found that the programme did not fully meet the requirements

of the learners by giving them the needed inputs in the areas preferred by them, viz., weaving, carpentry and sewing. The programme, therefore could be more useful if it was need-based.

- The level of awareness of the learners with respect to the schemes operating in the area for provision of agricultural requirements like seed, fertilizers and insecticides was not adequate. Similarly, their awareness about the types of benefits from the Family Welfare Centre and the Rural Banks was not adequate. There are numerous other examples to show that the programme could be enriched further in the light of the responses available from the instructors.
- Among the major weaknesses pointed out by the learners are lack of suitable study materials (33.5 per cent), lack of trained instructors (26.5 per cent) and short duration of the programme (23 per cent).

Recommendations

In view of the findings some of the recommendations made are :

- More female centres should be organised.
- Different communities in the area should be represented in the choice of centres. Harijan centres were adequately distributed ; whereas the Adivasis got lesser representations.
- Functionality component of the programme needed improvement. In devising the curriculum for the adult education centres, the needs of the learners should be properly reflected.
- Training of instructors should receive better attention.

(Continued on page 28)

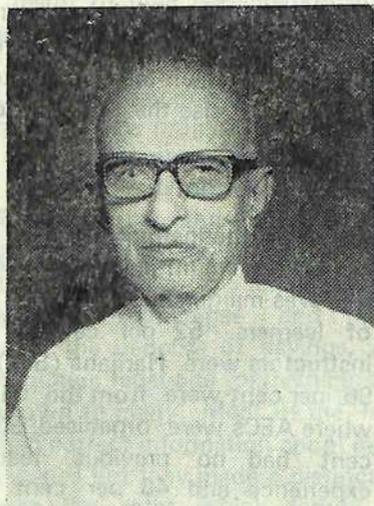
Nehru Literacy Award Announced

Shri N. Bhadraiah, former President, Karnataka State Adult Education Council, Mysore has been awarded the 1982 Nehru Literacy Award in recognition of his outstanding contribution towards the promotion of Adult Education in the country.

The Nehru Literacy Award was instituted by the Indian Adult Education Association in 1968 to commemorate the distinguished services of Pandit Jawaharlal Nehru to the cause of reason and enlightenment and as a humble tribute to the great leader of mankind.

Shri Bhadraiah, the fifteenth recipient of the Nehru Literacy Award, was born in a village and grew with an awareness of the rural problems and came to believe that literacy was the best medium that could surmount them. He joined the Adult Education movement as a college student and continued literacy work in one way or the other all along. He soon became one of the prominent workers in the Karnataka State Adult Education Council and worked for a decade as its General Secretary or President. He rendered valuable service in promoting various activities in support of the Literacy and Adult Education movement.

He was instrumental in establishing, under the auspices of Karnataka State Adult Education Council, Vidyapeeths on the line of Danish Folk High Schools. With his first-hand knowledge of Denmark and Danish Folk High Schools which he gained during his study tour abroad, he was able to popularise the



Shri N. Bhadraiah

Vidyapeeth movement in various parts of the Karnataka State with the support of Danish financial aid and technical know-how.

Shri Bhadraiah's splendid work in rural education attracted the attention of international agencies. He was invited to work as Ford Foundation Consultant in the International Commission on rural education in Arab land (1956-57). He worked for UNESCO as an expert and adviser in Indonesia, Kenya, Iran and other developing countries from 1959 to 1976. ●●●

While active decision-making of leaders and administrators determines the course of the nation's development, the common men and women endowed with this quality are a catalytic force to be harnessed. Presented here are the findings of a study conducted to identify active decision makers among rural women.

Characteristics of Active Decision Makers

G. Jhansi Rani
and
S. V. Reddy

ACTIVE participation of women in all developmental programmes is very vital for the nation's progress. If the extension workers know clearly the different fields in which rural women are assuming a leading role and the characteristics of active decision makers, their task of choosing rural women for wider participation in developmental activities would become easier and systematic. With this end in view an attempt was

made to study the characteristics of an active decision maker.

Methodology

Random sampling technique was used to select Champapet village in Hayatnagar Block of Ranga Reddy district. From this village 100 rural women were selected at random as respondents for the study. Based upon the research conducted by Shashi Puri (1971), 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. A schedule for interviewing the respondents was prepared and pre-tested. Questions were framed on personal and socio-economic characteristics and the type of participation by rural women in various decisions.

Respondents were grouped into three categories based upon their type of participation, namely, that of as Passive Participants, Active Participants and Dominant Participants. For the purpose of finding out the association of this variable with other independent variables, arbitrary scores of three for Dominant Participation, two for Active Participation and one for Passive participation were assigned. For the purpose of correlation analysis the scores of all the items under major areas were clubbed together and then the association between personal and socio-economic characteristics like age, education, social participation, leadership role, socio-economic status, value orientation and type of participation by rural women in decision making was found out. For this a general hypothesis stating that there will be an association between various personal and socio-economic characteristics and type of participation by rural women in decisions pertaining to farm related tasks, expenditure pattern, education

of children and marriage of children was used, and then tested by framing the different null hypotheses at empirical level.

Results and Discussion

AGE

TABLE-1
Association of Age with Type of Participation by Rural Women

<i>Decision making Areas</i>	<i>Correlated Coefficient</i>	<i>Calculated 't' values</i>
Farm related tasks	0.2562965	14.5836**
Expenditure pattern	0.1462766	14.4939**
Education of children	0.2284131	19.9404**
Marriage of children	0.0862201	3.2012**

**Significant at 1% level

From Table 1, it is clear that respondents' age was positively and significantly associated with type of participation by rural women in decisions pertaining to all the four areas, namely, farm related tasks, expenditure pattern, education of children and marriage of children.

Such a finding is not at all surprising since in rural India it is the aged who still hold the reins in crucial and important familial matters. Older women are not only consulted, but often play a dominant role because of the confidence younger women repose in them. It might be due to this reason that such a finding, as the significant and positive association of age with the type of participation by rural women in different areas of decision making could have emerged.

A perusal of Table 2 reveals that education was positively and significantly correlated with type of participation by rural women in decisions pertaining to expenditure pattern and education of children but it was negatively and significantly correlated with farm related

tasks.

EDUCATION

TABLE-2
Association of Education with Type of Participation by Rural Women

<i>Decision making areas</i>	<i>Correlation Coefficient</i>	<i>Calculated 't' values</i>
Farm related tasks	-0.0581983	3.2064**
Expenditure pattern	0.1001586	9.8689**
Education of children	0.0931716	7.9538**
Marriage of children	-0.0068859	0.2516 NS

**Significant at 1% level
NS : Not significant

It is expected that people will be more precise in management of their financial affairs as their education increases. Also, it is quite understandable that educated women would take more interest in their children's education and hence actively associate themselves in the matter of decision making. The negative correlation seen between education and farm related tasks is backed by the reason that highly educated women are likely to be comparatively less interested in farm activities. Since they are likely to hold liberal views about marriage, their participation in decision making in matters like children's marriage would be less.

SOCIAL PARTICIPATION

TABLE-3
Association of Social Participation with Type of Participation by Rural Women

<i>Decision making areas</i>	<i>Correlation Coefficient</i>	<i>Calculated 't' values</i>
Farm related tasks	0.1304389	7.2335**
Expenditure pattern	0.2419753	24.4389**
Education of children	0.1530478	13.1603**
Marriage of children	-0.0294969	1.0882 NS

**Significant at 1% level
NS : Not Significant

From Table 3, it is seen that social participation was significantly and positively correlated with type of participation by rural women in the decision making areas like farm related tasks, expenditure pattern and education of children, but social participation was not significantly correlated with marriage of children. This trend might be due to the reason that generally people with high social participation, assume active role in majority of family affairs concerning farming and household expenditure.

LEADERSHIP ROLE

TABLE-4
Association of Leadership Role with Type of Participation by Rural Women

Decision making areas	Correlation Coefficient	Calculated 't' values
Farm related tasks	0.2518263	14.3098**
Expenditure pattern	0.2498878	25.2945**
Education of children	0.0790787	6.7450**
Marriage of children	0.0721966	2.7784**

**Significant at 1% level

It is clear from Table 4 that leadership role was positively and significantly correlated with the type of participation by rural women in decisions pertaining to all the four areas of decision making, viz., farm related tasks, expenditure pattern, education of children and marriage of children.

This kind of correlation is not unexpected as people who possess leadership qualities are likely to associate actively with different aspects of decision making, and their participation would be sought by others, wherever important decisions are to be made.

Table 5 shows that the variable socio-economic status was positively and significantly correlated with type of participation by rural women in decisions related to farm related tasks, expenditure pattern and education of children, while it was negatively and

SOCIO-ECONOMIC STATUS

TABLE-5
Association of Socio-economic Status with Type of Participation by Rural Women

Decision making areas	Correlation Coefficients	Calculated 't' values
Farm related tasks	0.1849485	10.3475**
Expenditure pattern	0.4079006	43.7830**
Education of children	0.1417364	12.1673**
Marriage of children	0.1162615	4.3326**

**Significant at 1% level

significantly correlated with type of participation by rural women in decisions pertaining to marriage of children. This trend is backed by the reason that rural women of high socio-economic status would be generally consulted by their counterparts and they are actively involved in matters concerning farm-related operations. It is also a general phenomenon that they evince keen interest in household expenditure and education of children. It is interesting to observe that women of higher socio-economic status are not actively participating in the decision making matters pertaining to the marriage of children.

VALUE ORIENTATION

TABLE-6
Association of Value Orientation with type of Participation by Rural Women

Decision making areas	Correlation Coefficients	Calculated 't' value
Farm related tasks	0.1478079	8.2194**
Expenditure pattern	0.2201175	22.1115**
Education of children	0.0186133	1.5813 NS
Marriage of children	0.086637	3.2194**

**Significant at 1% level
NS : Not Significant

Table 6 shows that the independent variable "value orientation" was positively and significantly correlated with type of participation with regard to decision making areas like farm related tasks, expenditure pattern and marriage of children; while no significant correlation was found between value orientation and education of children. This trend might be due to the reason that

people who are liberal, scientific, cosmopolite and have high aspirations generally participate actively in different decision-making matters and the same trend was also seen in the case of rural women.

Summary and Conclusion

— The personal and socio-economic characteristics like age, social participation, leadership role, socio-economic status, and value orientation are significantly and positively correlated with the type of participation by rural women in decisions pertaining to farm related tasks and expenditure pattern.

— Education of rural women is negatively and significantly correlated with the type of participation by rural women in decisions regarding farm related tasks ; whereas it is positively and significantly correlated with the type of participation by rural women in decisions pertaining to expenditure pattern.

— Age, education, social participation, leadership role, socio-economic status are significantly and positively correlated with the type of participation by rural women in the decisions pertaining to education of children.

— Age, leadership role, value orientation are significantly and positively correlated with the type of participation by rural women in decisions pertaining to marriage of children ; whereas socio-economic status is negatively and significantly correlated with the type of participation by rural women in decisions pertaining to marriage of children.

The study, therefore, clearly demonstrated the fact that different characteristics of rural women are associated with their nature of participation in different activities. Hence the strategy for selection and involvement of rural women would vary according to the nature of activities. ●●●

Evaluation of an Adult Education Project in Orissa

(Continued from page 23)

— Post-literacy and follow-up measures should be taken to coordinate continuing education of the neo-literates. Simple booklets on seeds,

fertilizers, insecticides should be made available, and literature on awareness relating to rights and duties of citizens, national integration may also be provided ●●●

NEWS FROM STATE RESOURCE CENTRES

SRC, Delhi

Shri A.J. Kidwai, Vice-Chancellor, Jamia Millia Islamia, said the Jamia State Resource Centre would bring out graded reading material for adult neo-literates. He was inaugurating a meeting of linguists in New Delhi on July 5, 1982. He expressed the hope that the linguists would help the SRC to evolve a criteria for grading the reading materials for neo-literates.

Shri Kidwai also suggested that adult education while working for the improvement of the educational system, should also try to improve the scripts of the country.

The participants discussed the various language factors which create reading difficulty and came to a tentative conclusion for evolving a set of grading criteria.

Among those who took part in the discussion were : Prof. R.N. Srivastava, Head of the Linguistic Department, University of Delhi ; Shri Kapil Kapoor of Jawaharlal Nehru University ; Dr. M.G. Chaturvedi and Dr. I. S. Sharma of NCERT ; Dr. S.C. Dutta, Vice-President, IAEA; Shri Abdul Haq, Director SRC, Jamia Millia Islamia; and Shri Mushtaq Ahmad, Consultant, State Resource Centre.

Shri Mushtaq Ahmad, in his working paper said that our problem is to determine the language factors which create difficulty in reading and comprehension. For this purpose most of the researchers in foreign countries have taken sentence length, length of words, prepositional phrases and difficult vocabulary. For our purpose, he suggested joint-letter words, idea load and nature of the topic

may also be included.

The working paper was thoroughly discussed and certain broad issues were framed on which further studies would be undertaken by the SRC.

This was the first meeting of the working group and will be followed by another meeting.

SRC, Tamil Nadu

The Research and Evaluation Department of the State Resource Centre for Non-Formal Education, Madras in collaboration with State Directorate of Non-Formal/Adult Education has taken up two projects—Designing simple tools to evaluate the skills of the learners in NAEP centres and 'Assessment of time and other inputs required for an illiterate to become literate'.

The SRC has published a book integrating literacy with self-sufficiency scheme and the new 20-Point programme. The SRC will also bring out shortly directories of voluntary agencies and welfare schemes in Tamil Nadu and a manual on skill development.

SRC, Rajasthan

The SRC, Rajasthan Adult Education Association, Jaipur organised recently a two-day seminar of female adult learners at Bagar (Jhunjhunu District) to take stock of female adult education in that region and to evolve suitable strategy to organise women adult education programmes more vigorously and effectively.

A ten-day supervisors training programme was conducted by the SRC at Bhilwara from January 12 to 21, 1982.

The SRC during January to March 1982 collected data on needs, social and cultural aspirations and interests of the neo-literates.

Based on this survey, 11 booklets for neo-literates were published. It also brought out two posters and a book of slogans.

The SRC continued to publish its Hindi monthly, 'Anopacharika'.

The SRC organised a three-day workshop on 'Population Education' in Jaipur to prepare slogans, folders, primers and reading material for the population education related adult education project launched by Ajmer Adult Education Association in collaboration with Indian Adult Education Association.

SRC, Orissa

The SRC, Utkal Navjeevan Mandal, Angul organised a seminar on Adult Education by voluntary agencies on May 26 and 27, 1982 with the objective of familiarising the participants with the procedure of the scheme of assistance to voluntary agencies working in the field of adult education of the Government of India. Shri B.B. Mohanty, Director, SRC, directed the seminar.

The seminar discussed the scheme formulation and management of adult education and follow-up programmes.

Representatives of 25 voluntary agencies participated in the seminar.

The SRC continued to publish monthlies—'Chetna' and 'Halchal' and the monthly wall newspaper for neo-literates 'Tundabaida'.

The book *Proudh Shiksha Prasikshana* (Training in Adult Education) and the book in numeracy *Hishaba Kitaba* will be brought out by the SRC shortly.

SRC, Maharashtra

The SRC, Indian Institute of Education, Pune organised a Writers Workshop on 'Post-Literacy Materials' from May 4 to 7, 1982.

Twenty-seven writers from all over the State participated. They prepared

outlines of their writing assignments.

To get field experience, the participants visited the Khed-Shivapur area, where centres of adult education and non-formal education are being conducted by the I.I.E.

The SRC organised a State level seminar on 'Village Libraries and Adult Education'. 28 persons representing Universities of Pune and Nagpur, Directorate of Libraries (Maharashtra) Voluntary Agencies, Directorate of Education (Adult Education) Maharashtra and Indian Institute of Education, participated.

Nine papers on different aspects of the subject were presented and discussed in the plenary sessions.

The participants in three groups discussed the present system of village libraries, the guidelines for preparation of reading materials, and orientation of village library-workers in adult education programme.

A working group of experts in village library science and adult educators has been formed to work out follow-up action of the Seminar.

Publications

It brought out four illustrated folders on population education, eight new folders on science, seven folders in the series: Our Food.

The revised edition of *Lekhan Saroo* (Workbook for writing practice) was published.

The SRC continued to publish the newsletter *Samvadini*.

Foundation Day Celebration of BCSEC

The Bombay City Social Education Committee (BCSEC) celebrated its 43rd Foundation Day on July 17, 1982.

Shri D.M. Sukthakar, Municipal Commissioner of Bombay was the chief guest on the occasion. Barrister M.G. Mane, President, BCSEC, presided.

Shri Sukthakar in his address said that the BCSEC was playing a prominent role in providing education to drop-outs from schools.

Barrister Mane gave a brief account of the various activities of the Committee and said that students of schools and colleges, and other educational institutions were helping the Committee in carrying out its activities.

Earlier, Shri J.M. Gadekar, Member-Secretary of the Committee welcomed the chief guest and the invitees. Smt. Saïda Dadarkar, Committee Member, proposed a vote of thanks.

NEWS FROM ABROAD

Adult Education and Development Journal

The 'Adult Education and Development' journal published by German Adult Education Association twice a year for adult educators in Asia, Africa and Latin America is available free of charge. It contains articles on all aspects of adult education and development, specially those emphasising practice. It can be had from :

Deutscher Volkshochschul—Verband
(German Adult Education Association)
Fachstelle für Internationale
Rheinmallee 2
5300 Bonn 2 (FDR)

Association for Continuing Education in Malaysia Formed

An Association for Continuing Education has been established in Malaysia to encourage interest in and support for the development of continuing education; to promote communication and

cooperation among organisations in continuing education; to serve as a centre of information on continuing education; to conduct research and produce material in the field of continuing education and to organise programmes, projects and other activities in the field of continuing education.

Sri Lanka Association for Total Education

The Sri Lanka Association for Total Education - (SLATE, established in 1979) recently organised "A Symposium Forum on the White Paper Proposal on the Open School". Papers on "Open Education—A World View", "Open Education at Tertiary Level" and "Out of School Adult Education and the Open School" were presented. It has produced a publication entitled "Civic Education—A Programme for Adults" which is the first in a series of three. The other titles will be "Education in Economics" and "Parent and Family Life Education".

It plans to organise a workshop on the production of materials for literacy campaigns in Sri Lanka, an island-wise education campaign on environmental pollution and health problems, a pilot project on civic education in local areas.

New Secretary General for WCOTP

The new Secretary-General of the World Confederation of Organisations of the Teaching Profession is Norman M. Goble, who has been Secretary-General of the Canadian Teachers' Federation since 1970. He succeeds the late John. M. Thompson.

National Literacy Campaign in Yemen Arab Republic

The Yemen Arab Republic is undertaking a five-year national campaign for eradication of illiteracy through adult education, rural development, and uni-

versal primary education. During 1982-86 literacy and post-literacy are being combined with upgrading of qualifications of workers and increased participation of women in production.

Statistics reveal the scale of the efforts required: the illiteracy rate is 74% for men and 97.5% for women.

U.S. Organisations Form Coalition for Literacy

Some ten organisations in the U.S. interested in literacy and adult education have formed a *Coalition for Literacy*

to implement a national media campaign aimed at focusing attention on adult literacy.

The campaign is to identify some of the agencies dealing with illiteracy and provide follow-up information that links inquiries to providing agencies. TV and radio will be the major avenues. An '800' telephone number will allow people to call for information and assistance. The media campaign will be supported by materials for local agencies and organizations. ●●●

AWARENESS THROUGH NATIONAL ADULT EDUCATION PROGRAMME FOR WOMEN IN CHANDIGARH

(Contd. from page 20)

analysis was done on the two extreme groups. The value for the difference in proportions of those who reported themselves to be favourably affected from among high income group and the proportion of their counterparts from among low income group, was found to be significant at the .01 level of confidence for the following items:

- Using radio for entertainment; and
- Keeping their houses clean and tidy.

It is interesting to note that for both the items, the low income group developed more awareness than the high income groups.

(iii) All the adult education centres of the Union Territory selected for the study were ranked with respect to their functioning by the three members of the Advisory Committee for Adult Education in the Union Territory of Chandigarh. The rank orders were pooled and twenty five per cent top effective and the same number of bottom effective centres were selected. The z-values for the difference in ratio of those who reported to be favourably affected by

the programmes of the top effective centres and that by the programme of the bottom effective centres were computed. These z-values were found to be significant at .05 level of confidence level for :

- understanding domestic problems;
- keeping their houses neat and tidy; and
- maintaining pleasant environment within the family and use of family planning devices.

It may be concluded that the centres with attractive programmes contributed more to the awakening about the above mentioned aspects.

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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 several 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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The Role of Adult Education
— Amadou Mahtar M'Bow
- A New Internationalism — Budd L. Hall
- Labour Organization for the Rural Poor
— M. C. Nanavatty
- Role of Adult Education in Industrial
and Urban Development — S.C. Dutta

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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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Seasonality, Poverty and Development

In today's world, development is fast becoming an intimate concern of a growing number of people especially those with a sense of concern. It is visualised in varying forms—from the complex to the simplified on the one hand and from the abstract to the distorted on the other. Some of its contours and contents are underperceived and therefore not fully appreciated.

One of the obvious and also disturbing elements in the thinking among the researchers, policy-makers and developmental activists about micro-level communities is the appalling ignorance with regard to seasonality and its role, particularly in the rural setting. Quite often one encounters, among the elite, a romantic notion of village life—the beauty of the place, the enchanting simplicity of the people, etc. While this is true to some extent, depending on one's sensitivity and background, the reality of rural life is and can be demanding on the people. And in this, the impact of seasonality on the life and experience of the villagers plays an important part. A villager knows what seasons are, what they do to him, his family and his village. The dry and wet zones are a personal reality and so are the parched lands, the slush, and the muddy and insect-ridden physical environment. But the one who comes from outside as a helper in matters of development has an incomplete and often a biased view of the reality of the villages. If he visits the village during the harvest season, he sees happiness, cheer and buoyancy and even bounty. If he visits during dry seasons he comes away discouraged by the bleak prospects of the farmers' future. If he visits during wet season he is likely to see not merely the slush and the dirt but also ill-health in very distressing forms. Seasonality is enmeshed into the warp and woof of the farmer. He has a life-time inseparable linkage with it. Even with some variability there is considerable amount of predictability. A villager, therefore, has a pattern of life, woven round seasonality, depending on his social and economic status. The poorest villager is affected more severely or adversely by the seasons. Starvation is more accentuated in certain seasons and its severity is felt by persons who are lowest in society and the class structure. It is often in the wet season that women and children suffer most. Seasonality regulates the rhythm of most life depending upon which part of the world the rural people particularly live in. Seasonality may not always be the cause of poverty but it does accentuate and aggravate it.

What are the implications for action for a developer? It is to first recognise that seasons at the micro-level are the very stuff of life and if he ignores them or is insensitive to them, his well-meaning developmental work, be it in health, nutrition and agriculture will fail. Development is concerned with changing people, it cannot take place if there is insensitivity to seasonality.

How is this sensitivity, one may ask, relevant to adult education? Since adult education is an aspect or demonstration of development, understanding people in their totality, especially the rural setting is an inescapable need of developmental effort or strategy. Seasons regulate and condition the micro-level life in a complete and total way. A villager may not be entirely at the mercy of the seasons but seasons do count in his life and it is important how he recognises both its problems and its potential for his health and happiness in a spirit of self-concern in a scientific framework.

Many development programmes at the community level fail because the development worker has not the ghost of an idea of the seasons in the life of a villager. Adult education has often been a casualty because of the insensitivity to seasonality. The need, therefore, is to understand in depth seasonality as a concomitant reality of rural life. If this is done, it will help in a small but significant way for development to come alive more meaningfully, even potently.

Towards an Authentic Development : The Role of Adult Education

Amadou-Mahtar M'Bow

Director-General

Unesco

Mr. President of the French Republic, Mr. President of the International Council for Adult Education, Your Excellencies, Ladies and Gentlemen : It gives me great pleasure to welcome you to Unesco House, at the opening of the Conference organized by the International Council for Adult Education, in cooperation with the French *Peuple et Culture* association, on the theme 'Towards an authentic development : the role of adult education'.

Your presence, Mr. President of the French Republic, is especially welcome, for it is not only an honour to us and a source of pleasure : it also affords an opportunity to reaffirm the exceptional strength of the links that have been forged between Unesco and its host country. In you, Mr. President, I wish to thank France, which is working with Unesco to ensure that all men and all peoples may give free expression to their genius, in the infinite diversity of their creative traditions.

Allow me to pay a heartfelt tribute to the memory of Mr. James Robbins

Kidd, who was the first Secretary-General of the Council and whose ability and untiring devotion so greatly contributed to the development of adult education. I should also like to greet Mr. Robert Gardiner, President of the Council, distinguished former Unesco colleagues Mr. Malcolm Adiseshiah and Mr. Paul Lengrand and all of you who strive so zealously to promote adult education in the world.

This conference is being held ten years after the Third International Conference on 'Adult education in the context of lifelong education', which took place in Tokyo in 1972, and at the very time when Unesco is engaged in preparing the Fourth International Conference, which is to be held during the 1984-1985 biennium. To this end, Member States have been invited to take part in a survey on the development of adult education during the past decade—in particular since 1976, when the Recommendation on the Development of Adult Education was adopted in Nairobi by the General Conference at its nineteenth session.

The text of the address delivered during the Opening Session, at Unesco House, of the Conference on the above theme organised by the International Council for Adult Education from October 25 to 29, 1982 at the National Institute for Popular Education, Marly-le-Roi, France.

The present conference will without any doubt represent an important stage in this preparatory work and will also make an invaluable contribution, in its subject, to the deliberations of the fourth extraordinary session of the General Conference, scheduled to take place in November and December of this year, at which the Organization's second Medium-Term Plan (1984-1989) is to be adopted.

The concept of development, to which, in the context of this conference, the various aspects of adult education are keyed, is central to Unesco's concerns. It is one of the cornerstones of the Organization's activity, both reflective and operational, in all its spheres of competence.

Development is beginning to be perceived more and more clearly as a project that must be centred essentially on man, rooted in his aspirations and abilities; forward-looking and at the same time instrumental in solving the practical problems facing every country and the international community as a whole. Development, then, is a process that encompasses all aspects of community life, draws on the specific contribution of all social groups and enables them all to reap the fruits of national endeavour. It entails the general mobilization of the resources of each people's will-power and creativity, the continuous deployment of its capacity for mastering modern scientific and technological knowledge and the utilization of all the material resources at its disposal.

This being so, the community must offer each citizen both the possibility of taking an active part in national progress and the opportunity to find in it the setting for personal self-realization and individual and family fulfilment. It is for this reason that adult education

has an irreplaceable role to play, when seen as one of the chief means whereby people can benefit from the continuous proliferation of knowledge that characterizes our age and adapt to it throughout their lives, whereby they can constantly keep up with, or even anticipate, the changing pattern of things, instead of being, at some time or other, cruelly outstripped by it.

Such education, over and above its initial function of promoting literacy, indeed helps to afford everyone access to that knowledge which is essential for them to be able to exercise their full rights as citizens, become aware of the realities of modern life—its glories and servitudes alike—strengthen their resolve to participate in the process of change and develop their own capacity for doing so.

Such education, by affording everyone access to the literary and artistic heritage of the people to which they belong and of all other peoples, enables them to contribute to growing mutual understanding among nations, to increasingly fruitful co-operation and to the reign of peace in the world. By keeping workers in touch with new forms of knowledge and know-how, it not only enables them to enter new types of employment, made necessary by new methods of production and labour organization; it also, and above all, makes it possible to overcome the hierarchical distinctions all too often still created by inegalitarian education systems. Henceforth no one should ever again be penalized for having had a difficult start in life, everyone should be able, through adult education, to make up for lost opportunities.

The individual will thereby broaden his outlook on life and have a greater possibility of turning to account his

(Contd. on page 9)

A New Internationalism

Budd L. Hall

Secretary-General

International Council for Adult Education

INTERNATIONAL Cooperation and Solidarity' is one of the sub-themes of our Conference. My purpose here is to make some introductory remarks to this issue on what I see as the role of adult education in bringing about a new internationalism.

I will preface my remarks with a story from Canada, where our Council headquarters is located. Adult education is taken seriously in Canada, but you may not know how seriously! The story is about Jimmy Tompkins who was both a Roman Catholic priest and the founder-activist during the 1920s of the Antigonish adult education movement in eastern Canada. When he was hearing confessions at the local church one day, a man asked for some prayers that would gain him forgiveness for some minor sins. After his request for forgiveness, Tompkins asked the man:

'Do you belong to an adult education study group?'

'No, Father,' was the reply.

Remarks made at the Opening Session of the Conference on 'Towards an Authentic Development: The Role of Adult Education' organised by International Council for Adult Education from October 25 to 29, 1982.

'Do you belong to a cooperative?'

'No, Father.'

'In that case, my friend, you might as well leave; no amount of prayer will save you.'

Interlinking of World Problems

The central point of my remarks is that, while we are facing on a global scale an economic and human crisis which threatens to go far beyond the economic collapse of the 1930s, we, as adult educators, are just entering a new threshold of international activity. The fact that the causes of many of our problems are international in nature calls for a concomitant internationalism, a *new internationalism*, which adult educators can help to build and which will bring with it more hope for progress.

I do not wish to add to the tragic list of human problems that lie behind our conference theme of 'towards an authentic development'. The human face of poverty, which often includes illiteracy, poor health, death of children, loss of job, constant fear of repression, loss of dignity and will, is well-known to all of us in adult education. The point to underline, however, is that never before have these major problems in the world been so interlinked, so interna-

"The first problem is to survive. It is not a question of the survival of the fittest ; either we survive together or we perish together. Survival requires that the countries of this world must learn to live together in peace."

tionalized.

As a result of major economic instruments—such as the International Monetary Fund and World Bank, transnational corporations, internationally controlled trade agreements and pricing-formulas—the quality of life in each of our villages and towns is linked increasingly to decisions made farther and farther away. The fact that so many of our problems are international in origin and scope argues the need for an adult education movement which is international in vision and reach. Others have called this 'thinking globally, acting locally.'

If this challenge seems a bit overwhelming at times, it might be helpful to recall that our meeting here is but the latest in a progressive series of adult education conferences attempting to expand international cooperation and to strengthen solidarity. In 1929, Albert Mansbridge, founder of the British Workers' Educational Association, addressed the meeting at Cambridge University of the World Association for Adult Education, which he served as secretary. He said: 'There can be no failure. The way may be difficult and long years may be spent on it, but every step forward increases the multitude of the wise, the welfare of the world.'

In 1949, Ned Corbett, one of the Canadian delegates to the First Unesco

World Conference on Adult Education, held in Elsinore, Denmark, noted that the conference 'gave the adult education movement throughout the world a new impetus, a larger vision and renewed hope for a world at peace.'

Still later, in 1960 at the Second Unesco World Conference on Adult Education, an eloquent statement—which could serve us as well today as it did then—was issued as the Montreal Declaration. Part of it states :

"Our first problem is to survive. It is not a question of the survival of the fittest ; either we survive together or we perish together. Survival requires that the countries of this world must learn to live together in peace. 'Learn' is the operative word. Mutual respect, understanding, sympathy are qualities that are destroyed by ignorance and fostered by knowledge."

In 1976, in Tanzania, adult educators assembled at the first ICAE conference on adult education and development to make plans for tackling development issues. Mwalimu Julius K. Nyerere, President of Tanzania, and our founding Honorary President, told us :

"The first function of adult education is to inspire a desire for change and understanding that change is possible. For a belief that poverty or suffering is the 'will of God' and that man's task is to endure, is the most fundamental of all enemies of freedom."

Here, in 1982, we are together once more as adult educators. This time, in the latest, most representative group in our history—over 110 countries—to talk about international cooperation and solidarity within the specific context of

the four policy working groups on this subject :

- Problem of migration and immigration
- New Technology : the challenge to adult education
- North/South dialogue
- Education for Peace

Each issue calls for creative and thoughtful treatment because each issue illustrates the effects of an unbalanced internationalism : an internationalism of the powerful, an internationalism of the manipulative. Each issue is linked. Each calls for a new internationalism—an internationalism of those whose voices are not heard; an internationalism of new literates, of peasant farmers, of trade unions, of cooperatives, of the landless, and of adult educators. A few words illustrate the dimensions of our situation.

From the United Nations High Commission on Refugees we learn that more than 10 million people have been forced to leave their countries by reasons of violence and physical threat, and, that the number is uncountable of economic refugees—those who have been forced to abandon their lands, their villages, their families because their poverty is so crushing.

In the realms of new technology, we are at the beginning of what some believe will be a transformation of society as dramatic as the industrial revolution. A change that offers both the possibilities of placing formerly exorbitantly expensive computers at our disposal and the danger that the nature of our adult education work will become more centralized and open to control by the giant trans-national corporations.

There are signs of hope in an otherwise bleak picture. The reason for optimism and the points of strength lie in the most basic principle at the heart of all adult education. The ability of people to comprehend the nature of their problems and find solutions.

Of the gap between the South and the North, Rene Dumont, the French agronomist, has said that the discrepancy between what third world nations are paid for their products and what they must pay in return for their imports has reached such dimensions that, unless this discrepancy is changed, we will see not isolated examples but a continuing string of total national economic collapses in the third world, nation after nation.

All of us would likely agree with Jean-Pierre Cot, the French Minister for Cooperation and Development, who has said, 'Le développement autocentré n'est pas possible que dans un nouvel ordre économique international, mais aussi dans un nouvel ordre économique national.' (A new international economic order is possible where there is economic development on the national scale also.)

In our search for peace and security, we face the situation of rising cold war tensions which grossly misrepresent the fact that our world is much more than the reflections of the concerns of the so-called super powers. The voices of people in all of our nations have been calling for the money spent on arms production to be redirected to social needs. For example, the amount of money now spent for arms in the world in one week would build and staff a

Adult education is clearly at the centre of the new internationalism. It is a critical factor in questions of empowerment of the dispossessed, in the creation and dissemination of accurate information, and in the development of the skills of organisation and mobilization that are necessary to make changes.

fully developed national institute of adult education in every nation on earth. Why should we as adult educators, be forced to argue so vigorously with our colleagues in the school system for funds? We want a say in how all our funds are spent.

The Signs of Hope

As I said earlier, there are signs of hope and signs of possibilities for change within an otherwise bleak picture. The reasons for optimism and the points of strength lie in the most basic principle at the heart of all adult education: the ability of people to comprehend the nature of their problems and to find solutions. The new internationalism will not continue to seek answers only from the distant and isolated scholars or experts of the world, but through the unleashing of people's own creative abilities.

As adult educators, many of us have experienced the visible releasing of energy and self-dignity when people first begin to read and write, or to speak a new language, or simply when finding that others share a common concern.

We know that workers in textile plants know the dangers of the dust and the machines better than industrial researchers do. We know that the poor understand the damage done to their families by poverty better than sociolo-

gists. The tenants in a run-down apartment know the implications of landlord-tenant relations better than the legal schools in our universities. And, we know that in matters of human survival all of us are experts and none can dare to stand above or alongside this reality.

Examples of the power of the new internationalism abound:

- The women's movement which is powerfully demonstrating new forms of organization and new forms of analysis.
- The peace movement, which shows us ways of building workable alliances of group with quite different political perspectives.
- The rapid growth of popular education as linked to culture and fundamental needs, which is seen so clearly in France and found also in other parts of the world.
- The dramatic expansion of solidarity work throughout the world which links specific struggles in many of our nations with others who can help — there is a role for all.

I would add to these examples the fact that, as adult educators, we have

been able to build a movement which now brings together people from East and West as well as from the South and North.

Adult education is clearly at the centre of the new internationalism. It is a critical factor in questions of empowerment of the dispossessed, in the creation and dissemination of accurate information, and in the development of the skills of organization and mobilization that are necessary to make changes.

I will close with a story from the Nicaragua Literacy Crusade, which underscores the spirit of our aims.

Just four weeks after the campaign had begun, word came to the Crusade headquarters that one of the groups in a village about a one-day drive from the capital of Managua had already completed the books and had been tested as being 'literate'. Reacting with a mixture of joy, scepticism and curiosity, the Crusade officials set off at once for the village. When they arrived, a meeting

was called of the literacy learners (who, indeed, knew how to read and write), the literacy Brigadista who had been their teacher, and the village elder who was the leader

'How do you account for your success?' asked the people from the Crusade headquarters. 'There are three reasons,' the village leader replied. 'First, because of the new policies of the Sandinista government, which have offered us our first chance to learn after 60 years of dictatorship'. The Crusade officials smiled. 'Secondly, because of the skill and patience of our Brigadista, who taught us'. The Brigadista smiled. 'And third, because we are very intelligent people.'

As we gather for the new international learning of our conference, we have no lack of challenges—an unbalanced world has guaranteed our list of tasks—but, at the same time, we have unmatched skills and, as yet, untapped ideas. We have come together at a good time. ●●●

Towards an Authentic Development : The Role of Adult Education

(Contd. from page 4)

personal gifts. Society, for its part, will thereby be able to benefit from the huge potential represented by talents, skills, productive traditions and capacities for innovation that up to now have all too often passed unnoticed or not been fully appreciated.

To promote adult education is, then, in sum, to ensure that all the individual members of society can live in harmony with one another throughout their lives and continue to draw sustenance and

encouragement from society so that, instead of undergoing atrophy just at the time when they could blossom into maturity, they may, on the contrary, find renewed strength to realize their creative potential to the full.

Such is the objective pursued by your conference. Needless to say, then, Unesco will be taking great interest in your deliberations and hopes they will have the utmost impact on the whole of the international community. ●●●

WHO are the rural poor? They are an amorphous group of the rural population living below the poverty level. The group is amorphous in the sense that it is not organised. It has as yet not realised its potential, both in terms of number and manpower. Once organised, it could change the face of rural life.

How could they be organised? As the rural poor population is dependent on the prevailing system of social constraints and is under the control of social structure of rural society, it is very difficult to stir them out of their 'culture of silence'. The more and the longer the people are exploited the more submissive and timid they become in order to survive. This accounts for the

having the benefit of elementary education upto eighth class. If some of their children attend primary school upto four classes, they drop out of the course within a few years due to poverty, absence of atmosphere for learning in the family and absence of individualised attention from the school teacher and lapse into illiteracy. Adult population of this group is totally or nearly illiterate. The National Adult Education Programme (NAEP) of the Government has not reached them. It has either not reached interior villages at all or where it has it is ad-hoc, disjointed and meaningless in terms of the target population's interests and requirements. Majority of them are partially employed or unemployed. If employed, they are under the subjugation of their employers

Labour Organisation for the Rural Poor

An Experiment in Adult Education

M. C. Nanavatty

difference between the rural poor of Punjab and Haryana as against those of East U.P., Bihar, Orissa, Madhya Pradesh and Rajasthan.

How could the rural poor be grouped? Generally, the landless labourers and small farmers living a marginal existence are classed as the rural poor. In terms of "below poverty" concept, they are deprived of a package of essential services for meeting the basic needs of existence. Their nutrition is below the minimum requirement, leading to chronic malnutrition. They do not have recourse to essential health services. Even the national service of Primary Health Centres does not reach them, or if it does, it is ad-hoc, disjointed and discontinuous. Their children are not

in backward areas. Many of them are still under bonded labour. As for wages, even where minimum wage law is enacted under State Legislation, it is not enforced. There is no machinery to enforce minimum labour laws in rural areas.

Thus, the rural poor live a life of marginality. They are disorganised. They are not able to harness their potentiality for their own development.

How could Labour Organisations unite them? Labour unions are a phenomenon of an industrial society. Unions are organised around class interests. They are meant to safeguard the interest of employees in a given industry. The trade unions in industries

cover less than 20 per cent of the total labour force. The rest of the labour force lives in rural areas, unprotected and unorganised. Some of the political parties in the country have tried to form organisations of the rural workers. But their interests are primarily political. Very rarely is the development and welfare of the rural labour their motive.

Gazipur Experiment

The Labour Organisation of the Rural Poor (LORP) has taken up this challenge of organising the poor labour in rural areas through developmental and welfare activities. Although LORP is registered under the Trade Union Act, its emphasis is on cooperation, development and welfare, and not on class conflict.

LORP has initiated its work of

(ATDA), a programme of decentralized mini-spinning mill project is being provided. Rural youths are being trained in the operation of improved spinning machines. Efforts are also being made to develop mini-cement production unit for spreading employment as well as promoting technological transfer in rural areas. In villages poultry farming, making use of modern techniques, is being promoted.

Mother and child welfare activities around Health Centre cover health and welfare services. Besides, occupational training is being given to women members of the families. Adult education activities have also been initiated with the ultimate objective of developing folk-high schools for adults.

Exploited for generations, the rural poor of our country continue to accept their lot with timidity and a sense of resignation. They need to be organised to be stirred out of their 'culture of silence,' says the author, and for this we need more organisations like the LORP which would function on the bases of cooperation, development and welfare, and not class conflict.

organising the rural poor with an experiment in Gazipur and Ballia Districts of Eastern U.P. The experiment was initiated five years ago, although the activities found their manifestation only recently.

The programme covers economic, health, adult education and welfare activities. A prototype of windmill has been developed, with the technical assistance of Netherlands, to provide water facilities both for irrigation and drinking. Efforts are continued to be made to convert the energy generated with the help of the windmill into electricity for promoting other economic activities suited to rural areas. In addition, with the help of Appropriate Technology Development Association

These activities are being organised with the active involvement of villagers, especially the rural poor, through LORP. In the initial stage Asian Regional Organisation of International Confederation of Free Trade Unions (ICFTU) had taken the lead to form this organisation. But active involvement of the rural poor in the organisation of all programmes was ensured from the very beginning. Community organisers are employed to control the involvement of the rural poor in the promotion of developmental activities. The organizational structure of LORP is accordingly formed. The process is primarily educational. In fact, LORP is an experiment in adult education - education of farmers, youths, women and the

community.

The experimental village in Gazipur District has a population of 4,000 people with each family having 10 members on an average. There is no Government run primary school in the village even after thirty five years of Independence. A private school enrolls about 300 children. Nearly 50 children walk to the Government school in a neighbouring village. Possibly, an equal number of children (350) go without school education. A women work centre is run by LORP offering craft and adult education activities. There is no primary Health Centre in the Block to which this village belongs as a District Health Hospital is nearby. Land distribution ratio is not known and the extent of poverty still remains to be studied.

The youths of the village attended a youth training camp, organised by LORP along with village youth leaders drawn from other parts of the country. The effort is to spread the movement of LORP throughout the country.

Some Reflections

In 1951 a similar experiment was started under the Delhi Municipal Committee. A Social Education Department was initiated to promote activities of adult education under the auspices of the local body. The approach to the promotion of adult education activities under municipal auspices was similar to the present experiment although the setting was urban. It emphasised educational activities on neighbourhood basis. Local ethnic communities were involved in promoting education for their adult population through recreational, cultural, educational and community based services. There was no economic activity visualised, other than training women in

sewing, cutting, knitting and household craft. The programme gathered momentum and it became a model for the rest of the Local Bodies in the country to emulate. But after 20 years the programme was allowed to wither away and today these social education centres have become community service centres without any component of Community Education.

What are the reasons for such a state of affairs? Although the programme of adult education was based on neighbourhood approach through involvement of community leaders and members, its roots were not deep in the life of the people, in the absence of economic base. Besides, awakening the people to their rights and responsibilities as citizens through adult education, which this programme tried to do and to an extent succeeded, was not seen favourably by the elected representatives of the local body. With the result that it did not find roots in the structure of the municipality with the lessening of the influence of nationally known adult educators on the Municipal Committee, and with the Municipality losing its grip on its own developmental activities, the programme of Social Education was allowed to lose its verve. With the losing of its vigour, the spirit of the programme was allowed to wither.

The programme of LORP under review is admirable in its contents. It has the required base of economic activities. The involvement of the rural poor, especially the youth, is likely to keep the programme alive. At present, cooperation of the rural community as well as of the Government machinery is sought and harnessed.

At the same time it needs to be realised that there is a built-in conflict bet-

ween the rural rich and the rural poor— one day it will surface. The experience of the early Community Development Programme in India as well as in other developing countries reveal that once a total rural community is covered under the developmental programme, it is the vested interests that take hold of the services and divert the benefits of developmental activities for their own social and economic groups, neglecting the poor. The poor not only remain poor, but become poorer in terms of increasing cost of living. This is more so in a stratified society as in India where caste dominance continues. In fact, the Community Development Programme gave

one more life to the caste interests, thereby extending their hold on the rural poor.

It may be argued that the emphasis on the rural poor and the involvement of the rural youth could prevent this. It could, provided conflict confrontation is squarely faced. As caste and class interests are allied, the emphasis on the interest of the rural poor could invariably result in conflict. The technique of conflict confrontation could be used living within the law of the land. However, ultimately the social structure in the rural society will have to be altered to make it more egalitarian. ●●●

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Role of Adult Education in Industrial and Urban Development : The Asian Scene

S. C. Dutta

ASIA largely consists of developing countries, most of which got their independence only after the Second World War. These countries are eager, and understandably so, to acquire an adequate standard of living and to increase the tempo of their development so as to catch up with the developed countries.

The role of adult education in these countries so characteristically marked by poverty, unemployment, ignorance and apathy would be to provide a comprehensive and integrated educational service which would not only help them in identifying the forces standing in the way of their economic and social development, but also give them confidence to fight apathy and inertia. Adult education programmes in these countries will also have to assist in organizing the poor, ensuring that the fruits of development are available to them and they are able to participate in all the developmental programmes and processes, thus creating further job opportunities.

The Second World War had unleashed forces of freedom and progress which affected practically all the countries of the region, shaking people's belief in age-old customs, rituals and effete institutions. The rapid political change brought in its wake rising expectations among the masses. In most cases, the urge for progress was matched by a sense of realism and a readiness to make sustained efforts through carefully plan-

ned programmes to be operated by the people themselves. This gave a new dimension to the whole field of human progress and development. Development no longer meant increase in GNP or per capita income. It meant an adequate standard of living for common men and women and their participation in all developmental processes.

The present century has been marked by the man's success in establishing his mastery over nature, and securing for himself through scientific and technological innovations, the ingredients of a better, richer and healthier life. Significantly, the benefits of such a full life have not reached the masses in all the countries. The task of adult educators is to prevent these distortions and discrepancies in the distribution of fruits of development. Growth with social justice is true development and adult educators must direct all their efforts towards this goal. They must ensure to all people freedom from want, fear, disease and ignorance, by organising appropriate educational and training programmes by harnessing forces for social and economic change.

Most of the developing countries of Asia are predominantly agriculture based, yet they have made some headway towards industrialization and urbanisation. Even for integrated rural development, industries need to be developed. Moreover, urbanisation is a fact of history. Large metropolitan cities have been growing in practically all the

developing countries of the region. These are in most cases seats of respective governments or industrial areas. Industrialization and urbanization have resulted in the migration of rural adults to cities, in most cases in search of employment or better life. In cities, the rural migrant faces an entirely new situation—a transition from the rural world of intimacy to the impersonal and unknown urban world of regular and fixed working hours, absence of family life, money economy, new forms of housing, sanitation, congestion, noise and transportation.

These have led to a variety of social imbalances and psychological tensions, resulting, in some cases in social and emotional instability. This has cast on adult education the responsibility of avoiding imbalance, instability and insecurity. Educational activities of adult men and women will have to be so organised as to turn them into positive forces for change and development.

A survey of the economic scenario of the Asian and Pacific countries may give us an idea about the educational task to be accomplished in this region. The per capita income in 1976 in Afghanistan, Bangladesh, Burma, India, Indonesia, Pakistan and Sri Lanka was less than 250 US dollars; in Hong-kong, Malaysia, Papua New Guinea, the Philippines, the Republic of Korea, Singapore and Thailand, it was in excess of 250 US dollars. This area has high population growth. It is expected that the population will grow from 1.2 to 1.6 billion by the year 2000. However, there are some encouraging signs too. The fertility rates have fallen in some of the populous countries like India and Indonesia. Studies have revealed that the level of fertility is

Urbanisation is part of a nation's evolution which cannot be decried on account of the accompanying problems of congestion and over crowding of cities. The article outlines the constructive role that adult educators can play in the induction of new immigrants, to usher in a new civilization, a new culture and new values based on equality, social justice and freedom for all.

influenced by the educational level, particularly of women, and employment opportunities, again primarily for women. These indicate that adult education programme in these countries will have to concentrate on adult women.

Developing countries of the region have made considerable progress over the years in the diversification and modernization of their economies through industrialization. In most economies the industrial sector is dominated by manufacturing, and the growth performance, despite the difficult world economic situation during the first half of 1970s, was at 7% of the rate of the expansion of the manufacturing output.

Continued emphasis on industrialization remains a key element of economic plans and policy in majority of the countries of the region. Most of them, however, have initiated those policies for the adoption of industrial technologies which would create more employment per unit of investment. In this context, the role of small scale and cottage industries has been emphasized, coupled with increased efforts to raise the level of labour productivity in the small scale sector. Professionalization of management and full utilization of

capacities are areas on which emphasis is being laid to increase production as well as growth rate.

Most of these countries are committed to the reduction or elimination of worst forms of poverty within their societies but there inevitably crop up a variety of political, bureaucratic, institutional and social forces which resist the contemplated changes. Therefore, in spite of the increased growth rate, two-thirds of the global total of the absolute poor live in the Asian and Pacific region.

The developing countries of the region are addressing themselves to the development of national strategies for economic growth to improve the lot of the poor. The basic components of these strategies are :

- (1) Improved opportunity to the poor for access to physical assets.
- (2) Greater opportunity for the poor to participate in income earning activities, involving among other things a down-scaling of technology to match their capabilities.
- (3) Greater participation of the poor in the development process in the sense of participation in the formulation and implementation of the policies, plans and objectives of economic growth with social justice. These objectives primarily should be elimination of poverty, improvement in the quality of life, more equitable distribution of income, and increased participation of the population in the various stages of the development process.

'Adult educators' programmes will

have to assist in the successful implementation of this strategy of the developing countries.

Since the Second World War, all developing countries of the region have expanded educational facilities, but usually within the existing patterns and structures. The formal educational system operates largely to favour the privileged students. It is a legacy of the colonial past and is elitist in conception and practice. It is largely irrelevant to the needs of the clientele and is far removed from their background. Efforts to transform it into a system with a more egalitarian base remain largely unfulfilled in several countries. There is a need to provide more adequately for the disadvantaged and deprived groups of the population. Education must be closely linked with productive work. There must be wider mobilisation of all possible resources to enhance efficiency, and education must be reformed to serve better the needs of economic, social and cultural development. The important changes that some of the countries are making are to focus increasingly on problems of deprivation, poverty and inequality. The inter-linking of education and productive work is a qualitative change that affects all aspects of education and its relations with all other developmental sectors.

In a number of countries like India, Indonesia, Iran, the Philippines and Thailand, programmes exploring non-traditional and non-formal ways to develop the productive potential of young people, who have not had access to the formal education system have been initiated. Educational efficiency can be increased if a broad cross-section of the people are involved in education as an integral part of community education and in undertaking programmes

which strengthen the ties between the school and the communities they serve.

Self employed entrepreneurs, small-scale managers, etc., need to develop managerial expertise and technical skills, and educational services will have to be provided for the purpose by institutions of higher education and/or continuing education. In these countries, non-formal education is to assume an important role in bringing education within the reach of the poor, and in meeting the educational and training needs resulting from the rapid technological and economic growth responsible for the social transformation in the countries of the region.

There has been an enormous increase in the urban population during the last 40 years in the region. The number of cities with a million or more population has also increased. The density of population per square mile in some of the cities in the region has also increased. This congestion and over-crowding has led to growth of slums, bad housing and unhealthy living environment. It would not be an exaggeration to say that almost a quarter of urban dwellers in any city eke out an existence in filth, stench and inhuman environment. A great deal of slum condition is certainly due to the lack of basic amenities and civic services for growing urban population, but a good deal is also due to the attitude and practices of the migrants. Most of them fail to see the vital importance of good health and life itself. They feel apathetic, frustrated and even antagonistic to local authorities. They lack community consciousness. These slums, however, are more than the aggregate of physical surroundings—they are a way of life. This trend needs to be reversed through adult education programmes.

The other serious problem in cities in developing countries is that of unemployment and under employment. In the poorest sections of these cities, the number of dependants per earning member is more than the national average. They eke out an existence, which is below the subsistence level. Also, there is unemployment among them. These facts and also the individualistic trend of the city dwellers make unemployment a worse disaster in the city than in a rural area.

In these large metropolitan areas, where the people regulate their lives by the clock, transportation is another matter of concern.

Finally, loneliness in cities is a matter of great concern to all. In the city, the cost of worthwhile recreation and sociability is higher and is out of the reach of the urban poor. Therefore, either a man may dissipate himself in cheap type of recreation or disintegrate in loneliness. Anonymity among strangers and awareness of new and incompatible social values lead to the breakdown of his own social values. This becomes evident in delinquency, crime and civic irresponsibility. In an impersonal world, with his own status insecure, the migrant loses his sense of identity, dignity and personal worth. This in some cases results in neurosis, or psychosomatic problems in individuals leading to social disintegration.

Some of the problems of urbanization could be solved by the co-operative efforts of the people themselves. Incidentally, a solution through self-help and co-operative action could provide an opportunity to the growing urban population to develop a new channel for civic participation, giving them a feeling that the municipality or corporation is

responsive to their needs and aspirations. Adult educators through such programmes can assist in the induction of immigrants into a new society so that they emerge from their experience constructive citizens rather than frustrated subjects. The new members of the urban community can be made to feel that they are also members of a national community. The fundamental task of adult educators in urban areas would be to assist in the emergence of new social organizations like trade unions, cooperatives and citizens' council which would help the new members to comprehend the nature of urban living, to solve their problems and to replace the traditional institutions designed to meet the needs of a village society. They should also help them to learn the art of working together for the fulfilment of their social, civic and even vocational needs.

The goal of urban development is to pave the way for social progress through ensuring optimum conditions for human welfare in urban areas and a high standard of living. Physical layout of the city, housing, civic amenities and community facilities constitute the main elements of urban development. These lead to quality environment under which a man lives, works, plays and develops his faculties and potentialities. To a great extent man himself influences his environment, and it is for the adult educator to turn this influence into a positive force. Town planners, engineers and architects may create beautiful towns, cities and houses, it is for the adult educator to educate people to make their existence more refined and meaningful. Through education, he can unfold before the urban dwellers the world of letters and prepare them to meet the new situations and adjust to

unfamiliar institutions they are likely to come across in their new habitat. Efforts will have to be made to change their attitudes and practices which can prevent them from leading a healthy corporate life. They will have to be educated to use urban services and amenities in a proper and responsible manner so that organised community is not disturbed because of ignorance or carelessness. The new migrants will have to be integrated into the texture of urban community life, so that there is an improvement in the insanitary living conditions of the slums in urban areas. Thus, through adult education programmes, we should develop services and activities which would contribute to the development of adult personalities and help in personal adjustments to enable the new migrant to lead happy family life and play a healthy, constructive and cooperative role in community life. Responsible citizenship is the basis of social and economic programmes and 'education for the exercise of responsibility' which includes political and civic education of the people is one of the major tasks of adult education. For, a conscious and understanding citizenry is the life-blood of democracy. For this purpose, we must organize general discussions on matters of current interest, so that political issues are clarified and the common people are able to understand the issues and take decisions. The adults must be prepared to shoulder the responsibility of political and social development of their countries and not leave it to a handful of politicians, businessmen and bureaucrats. Another need of the region is to weld the untrained and unorganised manpower into an adequately skilled labour force. Adult education must improve the skill and the productivity of labour

and thus help in the economic growth of the countries of the region.

Education is a life-long process and we are all educated to a very considerable extent by people in whose contact we come and by groups whose membership we take. It is a succession of experiences whether as individual or in groups and hence is a lengthy and complex process in which the teacher and the school do not start first or stay longest. A person is not educated by a formal educational institution alone, but by many individuals and groups organized and unorganized. Media of mass communication are the latest to join these institutions, and we will have to make increasing use of these, for, "they are the language of the new world". A person through a series of experiences in home, religious institutions, neighbourhoods, clubs and various groups, learns and enriches his experience. We must make use of all these institutions, for, man needs continuous education.

Adult education programmes in urban areas can be organised, if we have an adult education centre in a locality, enjoying the support and cooperation of the various institutions and individuals in that locality. The educational programmes should be organised on the basis of the needs and requirements of the centre and should enable them to solve their problems. The centre could provide an opportunity to know one's neighbours and thus help in the creation of community feeling. It could help in the development of civic consciousness, promote educational activities, organize cultural and recreational programmes and undertake activities for the betterment of the locality, providing full opportunity to the adult men and women to participate in all such activi-

ties and developing self-confidence and creativity. It could organize literacy, post-literacy and adult schools for those who demand it. It could organize programmes for citizenship education and for health and hygiene, including family planning and nutrition. It could also provide facilities for improving the economic conditions and technical skills and take initiative in developing public opinion for the improvement of the community life.

These centres in various localities can be organized, guided and supervised by a coordinating centre at the ward level or at the city level. This coordinating centre should be developed as a model centre. It should have a library of books, films and charts, which should be lent out to other centres. It should also have equipment for organizing drama and other cultural and recreational shows, so that it may serve as a feeding centre for supplying whatever equipment and technical know-how the centres in various localities need. In short, it should serve as a model centre, a feeding centre and a clearing house of advice and guidance.

The centres in the localities should be manned by qualified wardens and a few part-time assistants and local volunteers. The centre should be under the charge of an adult education officer, assisted by an artist, a cinema projectionist, a librarian, an extension organizer and appropriate staff.

The centre wardens and other staff should have a minimum qualification incorporating:

- Knowledge of social and psychological conditions of adults living in urban areas;
- Understanding of suitable me-

thods and techniques of educating adults;

- Democratic and cooperative outlook.

The training programme for the staff should include:

- subjects such as adult psychology, urban sociology and economics;
- philosophy and content of adult education, including workers' education, population education;
- methods and techniques of adult education and workers' education; and
- practical training in methods of working with adults.

It is desirable to associate the universities with the training programme in order to take advantage of faculty members in such fields as psychology, sociology and economics.

It would be helpful, if within an urban area, we concentrate on industrial workers, because they are generally organized, normally stay in one compact locality, have basic understanding, some information and knowledge about the life and society of which they are a part. In most of them, the desire to improve and change for better is present in abundance. To them, adult education programmes, geared to their interests, needs and tastes, will be a welcome change from their dull and drab life. A successful education programme for industrial workers will have an automatic impact on rural areas, for the simple reason that most of our industrial workers still have their roots in villages and go off and on to their ancestral home for marriage, religious ceremonies and festivals. Whenever they visit their rural relatives, they will carry with them the impact of what

they have gained through adult education and leave impression on their rural relatives and friends. Thus, the snowballing process will start. The rural areas will start demanding adult education. We will then have motivated rural adults. The work of adult education will become easy and effective—more effective than at present.

The adult education programmes amongst industrial workers should be organized through workers' institute. The main function of the institute will be :

- to stimulate a desire for knowledge in the working class population;
- to arouse a sense of social and civic responsibility in them;
- to provide facilities for training in a variety of courses in vocational, technical and liberal education, by organizing and conducting short as well as long term courses with or without credits; and
- to assist in solving their problems through their own effort.

The programme of the Institute will be:

- Setting up of adult schools to provide relevant education upto secondary level at the first instance and ultimately to the university level. The curriculum will be based on the needs of the participants and be related to their culture and environment;
- Starting polytechnics to provide vocational training to enable workers to improve their knowledge and skills technically;
- Imparting training in citizenship and community life;

- Organizing youth camps, excursions, hobby corners games, discussions, debates, music, and drama, and festivals so that the leisure time of workers is properly utilised;
- Forming youth clubs for various purposes on the basis of interest of young workers, for example, drama clubs, radio listening and T.V. viewing clubs; and
- Imparting training for trade union leadership and for organizing workers' education.

The staff of the Institute will consist of a whole-time warden, one assistant warden, preferably a woman, one librarian, one part-time lady in charge of creches and to supervise children's activities, a few part-time lecturers and teachers.

We must devote greater attention to the education of women for they are the vanguard of change. India's first Prime Minister, Nehru, said, "In order to awaken the people, it is the women who have to be awakened. Once they are on the move, the household moves, the village moves and the whole country moves". It is for this reason that in all developing countries of the region, emphasis is being laid on education of adult women, as an important plank for accelerating social and economic development. Programmes for the education of women should be undertaken in cooperation with agencies like health clinics, family planning centres, child welfare centres, maternity centres, and women's organisations. The object of the programmes should be to impart knowledge and skill so that women are able to perform their multifarious duties in and outside the home more efficiently. The subjects suggested are: home im-

provement, child development, child psychology, family relationship, family planning, nursing, sewing, craft training, etc.

In cities like Bombay, Delhi, Bangkok, Hongkong, Singapore, Manila, a large number of women are joining the labour force. Arrangements to provide training facilities for secretarial work, book-keeping, shorthand, receptionist's job, tourist guide, telephone operator's job, etc., have become essential. The growing hotel industry in metropolitan cities is throwing open opportunities for a variety of jobs for women. Adult education movement will have to arrange training courses to equip young women for such jobs.

The office of adult education in urban areas will have to be built on four pillars—trade unions, cooperatives, organizations of the poor, and the educational institutions. Trade unions in Asia and Pacific will have to grow out of their traditional and limited role as a collective bargaining institution. They must broaden their role:

(1) To defend the political and social rights of the working class and the poor; (2) to organize educational programmes for workers aiming at developing capacities for trade union leadership and development of the necessary professional and technical skills among trade unionists to enable them to meet representatives of the Government and employers on equal footing in all tripartite bodies and joint management machineries; (3) to organize producer and consumer cooperatives on behalf of members; (4) to organize community, and (5) to extend its field of operation to bring the rural labour within its fold. The responsibility for organizing workers' education must ultimately be borne by the trade union, but in the initial stages, the Go-

vernment and the industries should contribute their share, for, enlightened and skilled workers are necessary for faster economic growth and higher productivity.

Similarly, formal educational institutions will have to re-orient their roles and functions in order to serve the needs of the learning society which must emerge if the developing societies are to prosper. The school should not only impart education to boys and girls but also improve the community life and concern themselves with the people, their needs, welfare and recreation. It should become an agent of social progress and adjust its programmes and relate its curriculum to the needs and culture of the communities it serves. Their life activities, their environment and background must be the basis of the educational programmes of the school. Emphasis should be laid on the vocational needs of the society. Functionality should be the basis of all education.

Learning by doing can be one of the approaches to be used in the community school which should become a centre for social action by cooperating with other community schools and other community service agencies, it should become an instrument of development and change.

The other educational institutions, which can help adult education movement, are the colleges and universities. There is a dearth of suitable personnel

to conduct adult education programmes. The universities can train such personnel. They can also share their experiences and knowledge with many less educated persons through the organization of extension lectures, short-term periodical and correspondence courses.

The universities can serve as a lever of community activity and social progress. They can stimulate educational activities amongst communities around them, assist in the improvement of their health and sanitation with the help of their medical faculties, and inculcate in them a love for cooperative living and community action. In some countries, social service has been recognized as a responsibility of the universities and this is a step in the right direction. The concern for the poor and the disadvantaged must become the basis of all educational activities of the schools, colleges, and institutions of higher learning.

In conclusion, I would like to say that adult educators have a challenge and an opportunity to bring about social transformation in this region, ushering in a new civilization, a new culture and new values based on equality, social justice and freedom for all. They will have to adjust their strategies to face the realities of the situation and fan out into areas which are new, non-traditional and non-formal in the field of education. The challenge is great, but in facing this challenge lies the thrill of adult educators in this developing region. ●●●

Curriculum and Methodology for the Deprived Class

M. K. Pathy

The co-existence of socially and economically privileged and unprivileged classes is a global phenomenon which perhaps cannot be wiped out completely. However, it is our moral and ethical responsibility to strive continuously to narrow the gap between the two classes. The best tool at our command is, of course, education. The author suggests special methodology and curriculum to bring the deprived on a par with the advantaged.

THE meaning of the term privileged or unprivileged changes in relation to change in time, place and person. Somebody who is economically unprivileged may be socially, sexually or psychologically privileged and vice versa. The word unprivileged or 'deprived' is multidimensional. This article, however, is concerned mainly with culturally—educationally and socio-economically—deprived class.

The term 'deprived' (Clarke & Clarke 1953) or 'Culturally different' (Mercer & Lewis, 1976) has been used in literature to indicate children who are marked by the following three characteristics in their school career :

- Progressive decline in intellectual functioning ;
- Accumulative academic achievement deficit ; and
- Premature school termination or higher dropout rate.

The deprived children lack persistence in a school related task and manifest a lower sense of control over the environment than the non-deprived ones. They do not have a sense of

personal control. Deprivation begins at a particular point of time in a particular setting and the consequences of this are cumulative over time. As P. Nanjundiah says, "it is a remediable adverse trend that hinders a child to be at its best".

Types of Deprivation

Deprivation can be divided into three main types.

1. Man made deprivation—deprivation caused by low socio-economic status ; casteism, inequality of opportunity in education and economy ; non-utilization of ability, education and training.
2. Natural deprivation—deprivation caused by unfavourable ecological surrounding and low level of intelligence.
3. Sensory and motor deprivation—deprivation caused by sensory defects like bad eyesight and auditory defect ; and physical disabilities.

Besides, there are psychological and sexual deprivations, but they are part

of man-made deprivation.

A good number of researches have been initiated in this area with paradoxical findings. The Harijans as socially and economically deprived are less intelligent than the caste Hindus (Singh-1978). On the other hand, according to Rath and Das (1972) caste superiority is less effective than the superiority in economic status. A poor Brahmin boy may achieve even lower than a low deprived Harijan. There will be inter-caste and intra-caste variations if the economic status changes. In another study Sinha (1973) has pointed out that general performance level of economically non-deprived is higher than the deprived. But Tripathy and Mishra (1975) observed that the low deprived children are doing better than non-deprived group. Some other studies showed that deprivation affects intellectual deficit (Jensen 1974); deprived environment influences scholastic achievement (Whiteman & Deutsch 1968); poverty affects intellectual development (Scrimshaw and Gordon 1968); and the coefficient of correlation between the level of intelligence and the socio-economic status is .50 (Jensen 1970). In another study Dutta and Panda (1977) have found out that within the deprived community itself girls appear to be comparatively better than boys in intellectual performance. Panda also points out that "every thing remaining the same the greater dropout rate is influenced by cultural disadvantage or deprivation".

Need for Special Curriculum and Methodology

Preparing a special curriculum and methodology for the deprived class is of immense importance, especially in a country like ours, which is having socie-

ties and cultures more marked by diversity, heterogeneity, disparity and discrimination. The following are some of the felt needs:

- The minor castes, tribes and communities need special treatment to come on a par with others.
- With the assumption that no culture is inferior to any of its counterparts, it should be provided with a proper medium which is native and not alien.
- The nature and techniques of learning process of the deprived child cannot be same as that of his normal counterpart. Again, the gap between a normal and a deprived begins to grow with age and exposure to classroom learning. We can allow this unfair growth only at a risk to our democracy.
- Mother tongue as the medium of instruction can make them assimilate different cultures and prepare for a wide base with development of understanding and mutual cooperation. Hence special teaching through mother tongue will be valuable.
- It will provide an opportunity for them to understand their needs and demands and gear their activity consciously in that direction.

This paper provides only a minimum programme of curriculum and methodology for the primary and functional education to the deprived with a view to developing a special curriculum for them. Only the socio-economically and educationally deprived—mostly the tribals—have been taken into consideration here. This programme is meant for both formal and non-formal primary learners irrespective of their age.

Objectives

The needs on which the proposed

plan of curriculum is based have been stated above. Aiming at those needs the objectives of the course would be as follows :

- This functional literacy course will provide to the majority of the deprived an access to primary reading and writing, concept of number and calculations, general use of agricultural tools and machines, and minimum knowledge of health and hygiene.
- It will provide them an opportunity to express their ideas and enrich their art and culture through mother tongue.
- This sort of curriculum based on their needs and aspirations may in the long run be helpful for attaining higher level of intellectual work.
- It will assist in developing the desirable qualities in the pupils of the deprived class.
- It will give a chance to the teachers to serve, who are really sympathetic to that particular culture.
- It will make education closer to their life.

These objectives are supported by the UNESCO Commission of Education. In the book *Learning to be: The World of Education To-day and Tomorrow*, it is said, "Education suffers basically from the gap between its content and the living experience of its pupils...link education to life, associate it with concrete goals, establish a close relationship between society and economy, invent or rediscover an education system that fits its surroundings—surely this is where the solution must be sought".

Programming the Course Content

The objectives in framing this curri-

culum are based on the development of the four basic skills, viz., literacy, numeracy, technocracy and craft. The author also prescribes only mother tongue to be the medium of instruction at this level. While developing the curriculum it should be noted all through that genetic factors, capability, modern world around, health and hygiene, neighbourhood, and the world of work of the deprived receive equal weightage. A rough sketch of the course contents is as follows :

Literacy : It is the most common aspect of education from which stem other branches of knowledge. It will begin from the teaching of alphabets and will include in graduated form the fundamentals of language, civics, local and national history, geography, health and hygiene. It must provide literacy to the level that would enable them (the neopliterates) to read newspapers, pamphlets, booklets and mythological and patriotic literature. It would, no doubt, be responsible to make them ready to write and read letters, to prepare them for listening to radio broadcast and for viewing the telecast and in bringing them closer in appreciating facts of the locality and outside from documentary films. It would be so planned as to enable them to participate actively in the Panchayati Raj and village cooperative schemes.

Numeracy : This aspect of the curriculum needs to be emphasised equally as it develops the practical ability to satisfy the necessities of life. This will include number training in graduated form. The concept of number, addition, subtraction, multiplication and division will comprise the primary training in the first year. From the second year onwards it should include arithmetic of practical value, viz., simple calculation, simple and compound inte-

rest calculations and skill of maintaining balance sheet, in order of increasing difficulty level. The course should be so designed as to enable the deprived to utilize their arithmetical skill in marketing and sales and purchase of goods, in maintaining a balance sheet of their own, in depositing and withdrawing money from the bank, in calculating interest and other similar activities.

Technocracy : In this age of advanced technology even the commonest of men has to acquire a working knowledge of the machines and tools which are used to facilitate his day-to-day tasks. Be he a cultivator or a labourer or a low skilled mechanic, he has to acquire up-to-date information in his field. In this area, therefore, the curriculum will include introduction of new machines and tools with their names, parts and use described; the functional knowledge to use them properly and to repair any minor defect that may crop up. It will also cover knowledge of modern developments in the field of agricultural and industrial technology. It would have provision to train them in other useful technical operations, for example, repairing a cycle. In addition to that, it would enhance their knowledge and interest regarding industries and encourage them to establish locally based small scale industries.

Craft Training : Gandhiji's idea of basic education as well as the Kothari Commission's concept of work experience 'Socially Useful, Productive Work', have accorded a respectable status to socially productive craft. In spite of the fact that tribal students show less interest (i.e., 0.8% as revealed by B.V. Rathnaiah) in craft than in any other co-curricular activity they should be motivated to take to one or two of the local crafts or any art and craft outside

if they so desire. In the case of tribals and other tradition bound groups, the activities of their interest should receive utmost attention, through which they can gradually be exposed to other modern trades and crafts. This practice, the author hopes, will no doubt develop in them a desire to pursue a particular art or craft. This concept is complemented by the approaches of learning by doing, learning through earning and earning through learning. It will include the local arts and crafts like agriculture, horticulture, carpentry, wood and stone carving, clay works, knitting and weaving, forestry, and animal rearing.

Other Co-curricular Activities : The modern social and cultural activities organised by institutions are not divorced from the suggested curriculum. A study by E.V. Rathnaiah shows that even though the deprived are poor in intelligence, they are much interested in games. To refresh them and make them mentally and physically healthy, indigenous games like Kabbadi, Khokho, and other improved games and sports should be introduced. The other co-curricular activities like literary competitions, drawing, singing and dancing, management of co-operative stores, and mass social work will be of immense practical use.

Of course, the above contents need to be elaborated further.

The Methodology

Without an organised effort and meaningful practice, mere repetition does not result in educative experience. Organised and meaningful presentation of materials is the desired method. The above stated curriculum must be accompanied with proper methods of teaching, so as to bring in the desired changes.

effectively. In this context, the author is of the view that all the modern methods can be applied but with special approaches to the deprived class. Some such selected approaches are as follows :

- The homogenous group teaching approach
- The remedial teaching approach
- The drill approach—drill effecting discussions, assignments and demonstrations.

Besides, literacy classes and part-time teaching will have to be introduced for the deprived and dropouts as suggested by the Indian Education Commission. The author hopes that the project method will have a rightful place in accomplishing the objectives of the special curriculum. The play-way and the story telling methods have their significance in the above programme, too.

The Teachers

The teacher is the leader of the society. The deprived society should be allowed to choose its own leader. The leader must be tolerant, sympathetic and innovative towards that particular

culture, with all other qualities of a committed teacher. As Dhebar Commission observed, "A teacher in tribal areas must have a thorough knowledge of tribal life and culture. He must speak the tribal language. Only so can he be in a position to act as a friend philosopher and guide to the tribals". Government should take initiative in training teachers in special education and sending them to work in deprived communities, if necessary with special emoluments.

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IAEA New Publication
Unity in Diversity :
The Role of Adult Education
Rs. 7.00 US \$ 2.00
Available from :
Indian Adult Education Association
17-B, Indraprastha Marg, New Delhi

BOOK REVIEWS

Aspects of Adult Education by Dr. Rajkumari Chandrasekar; New Era Publications, 9, Second Main Road, Madras-600028 Rs. 60/-; pp. 151.

Dr. Chandrasekar has rendered a great service to the cause of adult education by producing these practical guidelines for practitioners. She has in a simple language presented some aspects of adult education, which are of great value to those interested in field work.

Dr. Chandrasekar has dealt with the role of various agencies in a clear-cut manner. In a country, where the formal institutions of education will never try to re-orient their educational programmes to bring all the different age-groups to their institutions to provide education, non-formal education has become one of the greatest imperatives of the present age. She has urged cogently and succinctly the case for non-formal education with its wider ramifications in actual practice.

Dr. Chandrasekar has stated: "Adult Education in this country is not an educational programme but a social programme connected with development". While I agree with this formulation myself, she should have given arguments to justify her thesis and given practical examples to show the relationship of adult education with development.

I agree with the learned author about her observations on NAEP, when she says, "at the grass-root level, the field workers found it difficult to organise the programmes for learners. They found some gap in reality. The grass-root level worker is the only one who

will know the real picture of the target group" (Page 91). Her suggestions on techniques for action-programmes need careful consideration. The National as well as State Resource Centres need to activate themselves and revamp themselves to act and not talk.

It is true that there is no single methodology for planning a training programme for adult educators at the grass-root level, but the training programme must equip them with skills for working with adults and create an atmosphere for learning. Emphasis should be on providing skills on two-way communication. Theoretical lectures would not do. What to do is good but how to do is more important. There can be no new approach to training or learning. Methodology of training as well as educational programmes for adult learners depend upon the content and content depends upon objectives. Therefore, objectives determine the methodology. This, the author has brought out clearly. Therefore, "Adult Education for better living" will need a totally different approach and methodology of training. A cadre-based adult education programme is essential if it is to be an instrument for reducing poverty and inequality. The book clearly points to the need of voluntary agencies and the people to play their role in adult education.

The book at Rs. 60/- is highly priced. This is beyond the reach of average adult educators and their organisations. Nevertheless, the book will be useful to those who wish to organise adult education programmes.

S.C. Dutta

The Education of Adults in Britain by Derek Legge ; Open University Press, 1982 ; £12.90 ; pp. 233.

Courses of training of adult educators are spreading throughout India, especially in the universities; and interest in the study of comparative adult education is thus growing. Especially these courses are looking to learn about adult education in Britain, partly because of the historic links between India and Britain and partly because the United Kingdom presents a contrasting pattern of developed adult education from that of America which has been so influential in the growth of India's own system of adult education.

The difficulty is of course to find a satisfactory text-book which outlines adult education in Britain in all its aspects. This is what Derek Legge sets out to do in this book—and he does it most successfully. He interprets his 'brief' widely, to cover all aspects of the education of adults (he distinguishes this term from 'adult education' which he sees as rather narrower) in Britain. The first chapter sets out the confusions in the terms such as recurrent education, continuing education and adult education but in the end arrives at no agreed formulation, and the second chapter discusses briefly current debates on objectives and needs—why educate adults? Thereafter a description of the learning opportunities open to adults in all parts of the country follows.

The book illustrates some of the problems inherent within adult education itself at this time. For example, it jumps from *themes* such as 'work-related studies' and 'self-education' to *agencies* such as residential bodies and voluntary organisations (and extending to libraries, museums and art galleries) as if these two areas of discussion are exclusive.

Thus the chapter on 'leisure-related studies' includes the Local Education Authorities, the Workers' Educational Association and the Universities, as if no one else provided 'leisure-related' programmes; the voluntary organisations are equated with 'non-formal education', not socially relevant or leisure-related education, and much of the chapter on 'education with a social dimension' deals with State provision, not community associations. The problem of relating themes with agencies in adult education is thus clearly demonstrated, the fragmentation and incoherence (some would say 'haphazard character') of adult education are plain for all to see. Legge appreciates this and thus he goes on to describe the few attempts at 'co-operation and co-ordination between providing agencies' (the clearest example of which is 'training').

The bulk of the book consists of brief sections on different aspects of the provision of education for adults in England, Wales, Scotland and Northern Ireland. There are only scattered references to current trends in the curriculum of adult education and virtually nothing on the effectiveness of these programmes. There are few statistics, for very good reasons—these are not easily available, and what do exist are both unreliable and quickly out-of-date. But what remains is a remarkable tour-de-force, a journey through the length and breadth of the land describing what can most easily be seen, all within two hard covers and less than 240 pages.

Nor is it just description : every now and again Derek Legge's great experience of teaching about adult education flashes through in some stimulating judgement or in the advocacy of some programme or other. "Despite all the

range of courses", he argues at one point, "the major problem is that there are still gaps in the pattern. It is not merely that over 30% of the population never take an examination but that large sections never get a real chance to do so". The final chapter, "Present Trends and the Future: policies, needs and possibilities", contains much that reveals the author as a not-dispassionate observer but a campaigner for more and wider opportunities for more people.

The book will be an essential tool for all those interested in adult educa-

tion (especially students) in many countries—despite the fact that a few of its sections are already beginning to look dated (such is the pace of change) and more will become out-of-date in time. What a pity, it is not in paper-back and at a price students can afford (an uncharacteristic attitude of the Open University which normally realises the need to up-date course books regularly and to provide them cheaply for students). I strongly recommend this book to all those interested in adult education in India, especially students, make sure your library has a copy.

Alan Rogers

IAEA NEWS

NEWS FROM ABROAD

Basic Education—Theme for 1983 European Conference

The 1983 Conference and General Assembly of the European Bureau of Adult Education will take place from June 27 to July 1, in St Andrews, Scotland, at the invitation of the Scottish Institute of Adult Education. The theme is Adult Basic Education and New Policies and Schemes in the Field of Literacy and Numeracy as well as basic programmes related to the life situation of various groups in the population.

For details write to : EBAE, Postbag 367, 3800 AJ Amerfoort, The Netherlands.

Unesco Study on Television as a Cultural Industry

Unesco has commissioned an international team to carry out the first comparative research study on television as a cultural industry, which is defined as the undertaking of producing, reproducing, stocking or diffusing cultural goods and services on an industrial and commercial basis. Publication is expected in 1983.

International Youth Year

The United Nations has designated 1985 as International Youth Year under the motto of Participation, Development, Peace. Non-governmental organizations are invited to take part in drafting a programme of action. For details write to : Centre for Social and Humanitarian Affairs, Vienna Centre, Box 500, A-1400 Vienna.

PARIS CONFERENCE INAUGURATED

Over 100 adult educators from more than 110 nations were present at UNESCO headquarters in Paris on the afternoon of October 25, 1982 for the official opening of the ICAE Conference, "TOWARDS AN AUTHENTIC DEVELOPMENT: THE ROLE OF ADULT EDUCATION". They heard opening remarks from Mr. Francois Mitterrand, President of the Republic of France, A.M. M' Bow, Director General of UNESCO, Luis Echeverria, former Head of State of Mexico and ICAE's Honorary President, and Marc Vignal, President of Peuple et Culture.

Delegates to this conference—the largest and most representative meeting of adult educators yet held—were welcomed by a group of African drummers who served as a link from the ICAE Dar es-Salaam Conference in 1976.

A tribute to J. Roby Kidd, the founder of the ICAE who died in March, 1982, was made and Dr. Kidd's widow, Margaret (a pre-school education specialist) was introduced to participants by Dr. Malcolm Adiseshiah, Chairman, Madras Institute of Development Studies, India.

Major themes to be taken up by the Conference were introduced by

Dama Nita Barrow (Barbados)—"Social Action and Development".

Joffre Dumazdier (France)—"The Development of Adult Education".

Budd Hall (ICAE Secretary-General)—"International Cooperation and Solidarity".

Arlene Mantle, a leading Canadian activist, working-class singer and song-

writer, entertained with songs written about and with her fellow workers.

IAEA President Presents Paper at the Conference

Shri V.S. Mathur, President, Indian Adult Education Association presented a paper on "Workers Education Today" at the Paris International Conference held from October 25 to 31, 1982.

Shri Mathur in his paper stressed that workers' education must take note of the changing economic, social and political scenario in which workers find themselves and their ever widening concerns. The workers should not only be made conscious of the problems of their underprivileged economic and social situation but should also be exposed to the ideas for their solution.

Emphasising the need for establishing organisations of the workers, Shri Mathur said that most suitable and effective way for them to overcome their economic and social situation is to organize themselves into independent, self reliant, democratically functioning strong organisations of their own for effectively promoting and safeguarding their interests. "Such organisations alone will be able to deliver them out of their underprivileged status and would ensure that the fruits of the national economic progress as well as facilities in the field of education duly accrue to them."

Shri Mathur strongly felt that education be conceived as part of an integrated national programme covering all people and the institutions or education, both formal and those specially designed to meet the needs of the targeted groups as well as the educational efforts of the trade unions, cooperatives and rural people organizations

should all become the cooperative efforts of the people and the State. But they should all work under the watchful eyes of the beneficiaries.

NEWS FROM STATE RESOURCE CENTRES FOR ADULT EDUCATION

S.R.C. Delhi

A two-week training programme of women instructors of Delhi Administration was organised by the State Resource Centre, Jamia Millia Islamia, New Delhi. It was inaugurated on September 14, 1982 by Shri S. Ramamoorthi, Joint Secretary, Ministry of Education, in the absence of the Education Secretary, Smt. Anna Malhotra who was indisposed. 62 instructors attended.

The training programme sought to provide theoretical and practical competence to the instructors. Discussions were organised on adult education programme and problems in the field, teaching adults to develop comprehension and interest in learning, legal rights of women, municipal services in health, education, water supply, electricity and other facilities for women and children, pre-natal and post-natal care, precaution and care of common diseases of women, services available at Banks for the benefit of women, family welfare, child welfare, value of vote, importance of election, and organisation of co-operatives.

Practical training consisted of imparting skills in dress making, preparing nutritive food, food-preservation and prevention of food adulteration, preparing simple visual aids, developing group activities and organisation of group discussion. Attempt was made to give the trainees some skill of group interaction to generate interest among the learners and attract them to join the

Centre Quiz Competition organised to develop interest and critical thinking.

In a written address in Hindi, distributed to the participants Smt. Anna Malhotra laid stress on the training of instructors, suggesting that the training should be in tailoring skill, cooking nutritive food, child care and preparation of balanced family budget in these days of soaring prices as these were the needs of the common women. Finally she called upon educated women to help in the promotion and development of adult education.

The Vice Chancellor, Shri A.J. Kidwai welcoming the chief guest and the participants said that the University was going all out to make the adult education movement an effective instrument to take knowledge, information and awareness to the door-steps of the common men and women. It would use all media for this purpose. The present training programme would provide some experience to the trainees about the use of recreational and cultural activities which could be used to enliven the participation of learners in the activities of the centre.

Shri A.H. Khan, Director, SRC in his report, said, that the Centre had already prepared six books for neo-literates—two books for instructors, cassette tape for the adult education centres. These had been tested in the field and were ready for finalisation. He said that work on determining criteria for preparing graded books, had started and the preparation for graded literature for neo-literates was likely to start very soon. He said, a number of bridge teaching-learning materials had been prepared for those who had just completed the primer. At the request of the Director of Education, work on evaluation of books used in Delhi adult education centres

had also been undertaken by the SRC.

Shri B.R. Vyas, Additional Director of Education, Delhi Administration, proposed a vote of thanks.

Among those who acted as resource persons were Sarvashri J.C. Saxena, Treasurer, Indian Adult Education Association and Deputy Adviser (Education), Planning Commission; Dr. D. Vir, Joint Director (Education), International Co-operative Alliance; Ms. Anjali Gandhi, Faculty of Social Work, Jamia Millia Islamia; Dr. Asma Khan; Kumari Kalpana Saxena; Shri K.C. Jain, Director, N.C.U.I., Shri B.R. Dr. Vyas, Mushtaq Ahmed and Dr. S.C. Dutta, Vice-President, Indian Adult Education Association.

Training for Teaching Urdu

A three-day training programme for instructors working in the Urdu-speaking area of Jama Masjid, Delhi was inaugurated on November 25, 1982 by Shri B.R. Vyas, Additional Director of Education, Delhi Administration.

The programme, which was attended by instructors, largely women, was organised by the State Resource Centre, Jamia Millia Islamia. The emphasis in this training was on teaching Urdu language.

Theatre Group

The State Resource Centre, Jamia Millia Islamia has also convened a workshop of creative writers, academicians, and adult educators to consider the possibility of organising a theatre group. The purpose of the group will be to organise dramas on problems of social relevance and national concern like communal harmony, dowry, population, etc.

The dramas will be used for creating community consciousness and assist

in organising educational programmes for the communities.

State Resource Centre, Kerala

The State Resource Centre, Kerala Association for Non-formal Education and Development (KANFED) has recently brought out the following books:

Let me ask my wife; What is a Bank, what for? The Songs of the Paddy Field; The Story of Fisherman; and Social Welfare Scheme.

It also reprinted the following booklets:

Mahatma Gandhi; Superstitions; Gandhi ji and Paulo Friere on Adult Education; and Mothers' Tears.

It also organised training programmes for the R.F.L.P. Supervisors and KANFED Instructors.

State Resource Centre, Maharashtra

The State Resource Centre, Indian Institution of Education, Pune, organised a one-day workshop on training of village library workers. The workshop aimed to finalise the booklet—*Training of Village Library Workers* prepared earlier.

The SRC also organised a one-day orientation programme for the instructors of Kasturba Trust in July, 1982. 25 instructors participated. Dr. Chitra Naik, Director, State Resource Centre, guided the discussion. A special lecture regarding the income-generating activities for village women was arranged on the occasion. An exhibition of adult education material prepared by the State Resource Centre was also arranged.

The State Resource Centre reprinted the following primers :

Amche Pustak for Rural Men ; Amche Pustak for Rural Women ; and Gajara Urdu Primer for Women.

14 New folders on Food Grains were published under the series *Vachan Vikas*. It also published "Changuna" which was awarded a prize in the national competition for literature for neo-literates. Five folders on Horticulture were also published.

A booklet entitled *Patra Vyavahar* (letter-writing) for the neo-literates was also brought out by the State Resource Centre.

The State Resource Centre organised the following training programmes :

Training programme for Goa Supervisors : A training programme for 27 supervisors from the Union Territory of Goa, Daman & Diu was organised from July 19 to 31, 1982. Apart from the lectures, discussions and workshops, two field visits were also arranged. Each supervisor was given a complimentary set of teaching-learning material, promotional and training material and a copy of Training Dossier.

Training Programme for Adult Education Functionaries : A training programme for 25 adult education functionaries consisting of supervisors, assistant project officers, project officers, district adult education officers and college teachers was organised from August 9 to 21, 1982.

The training programme considered the difficulties faced in programmes by supervisors, instructors and learners : self-realisation, that is, knowing one's own strengths and weaknesses, likes and dislikes relating to individuals, and decision-making and its styles. Field visits were also arranged.

National Seminar on Strategies for Post-Literacy, Follow-up & Continuing Education

The Directorate of Adult Education, New Delhi, in collaboration with State Resource Centre, Osmania University, organised a national seminar on Strategies for Post-Literacy : Follow-up and Continuing Education in Hyderabad from September 24 to 30, 1982.

The Seminar shared experiences of post-literacy programme in operation in different States in order to understand the problems being faced by them. It examined the models suggested by the Naik Committee on the new three year package programme to evolve an appropriate strategy for implementing meaningful post-literacy/continuing education programme. It suggested ways and means of making available teaching-learning materials for post-literacy programme in the country. It developed a suitable training system to meet the needs of the new programme and developed evaluation and monitoring mechanisms for the new programme.

56 participants from different parts of the country attended the Seminars. Prof. V. Eswara Reddy, Director, State-Resource Centre, acted as the Director of the Seminar.

S.R C., Orissa

The State Resource Centre for Adult Education, Utkal Navajeevan Mandal, Angul in collaboration with Directorate of Adult Education organised a Workshop on "Adult Education Software for INSAT" from July 16 to 22, 1982. The objectives were to discuss the details of adult education software production and production of some prototypes. It was inaugurated by Shri Gangadhar Mohapatra, Minister of Education and Youth

Services, Orissa. Shri Raghunath Patnaik, Minister of Finance and Law, Orissa, presided over the inaugural function.

It was attended by representatives of Directorate of Adult Education, Doordarshan Kendra, Cuttack, State Departments of Education and Youth Services, writers, visualisers, field officers and representatives of some development departments.

Shri B.B. Mohanty, Director, SRC, directed the deliberations of the Workshop.

The workshop discussed INSAT—its scope for adult education, audience profile, assessment of needs, adult education through folk media, suitability for TV, adult education components in other adult related fields, identification of topics for education software—treatment of message and appropriate formats for TV with special reference to adult education software.

Justice Ranganath Mishra, Governor of Orissa delivered the valedictory address and Shri S. Ramamoorthi, Joint Secretary, Ministry of Education and Culture, Government of India presided over the valedictory function.

The SRC continued the publication of its three monthlies—*Chetna*, *Halchal* and *Tundabaide*.

Regional Resource Centre, Panjab University Celebrates International Literacy Day

The Regional Resource Centre, Panjab University organised a Seminar on 'Literacy and National Development' to celebrate the International Literacy Day on September 8, 1982 at Chandigarh.

Inaugurating the Seminar, Shri Sewa Singh, Finance and Education Secretary,

Chandigarh Administration, stressed the need to utilise all educational institutions for Adult Education work. He said that proper utilisation of leisure time should be part of the Adult Education Programme.

Earlier, Shri I.S. Luthar, Dean, University Instruction, welcomed the chief guest and the participants. Shri K.L. Zakir, co-ordinator of the RRC outlined the objectives of the Seminar.

The keynote address was delivered by Shri J.D. Sharma, Honorary Secretary, Indian University Association for Continuing Education. In his address, Shri Sharma said that literacy would gain meaning only if it was made a part of development process.

Referring to the promotion of adult education through universities and colleges he said that Adult Education should become part of curriculum in the University system.

Shri Sharma stressed that the various departments of universities should co-ordinate their efforts and should provide a package programme for the education of adults.

In the first plenary session, Shri J.L. Sachdeva representing the IAEA presented a paper on 'Review of Adult Education Programmes in India'. Dr. (Mrs) Vidhu Mohan and Shri Gurudev Singh presented papers on 'Motivation of Adult Education' and 'Involvement of Students in Adult Education' respectively.

In the second plenary session papers on 'Community Involvement and Adult Education' by Dr. P.N. Pimpley, 'Continuing Education and Extension Programmes' by Major Jeevan Tiwari and 'Prime Minister's new 20-Point Programme and

Adult Literacy' by Prof. V.S. Mathur were presented.

A special brochure giving a brief background of the international literacy day was brought out by the Regional Resource Centre on the occasion.

An exhibition of posters, charts, etc., was also organised.

The recommendations of the Seminar were as follows :

1. The seminar welcomes the decision of the Government of India to make adult education programme a 3-year programme as recommended by the Kothari Review Committee. It requests the Government to release the grant for all the 3 years or issue sanction letter for all the three years so that there is no time gap between the implementation of one stage to another.
2. It recommends that all educational institutions should be utilised for Adult Education work particularly the Universities and Colleges. It recommends that the various departments of the University should co-ordinate their efforts and provide a package programme for the education of adults. It urges that the Centre for Continuing Education and Regional Resource Centre should undertake the project in which various departments of the University undertake it as a joint project.
3. The Seminar recommends that wherever possible, help of the persons already working in villages like Gramsevak and health

workers should be availed of for promotion of Adult Education.

4. It recommends that organisations of the rural poor should be established in rural areas to act as a pressure and service group for the education and welfare of their members.
5. The Seminar, while appreciating the need to remove illiteracy from the country in the shortest possible time, emphasizes that educational needs of other groups of people should not be ignored.
6. The Seminar recommends that in the light of the experience in launching a massive Adult Education Programme, the budget should be revised so that it takes care of the awareness and functional aspects of the programme and provides a flexible and closely related programme based on the needs of the learners and the local environment.

State Resource Centre, West Bengal

The State Resource Centre, Bengal Social Service League, Calcutta, published a Primer in Nepali entitled *Aunuhosapado* (Come and Read). It deals meaningfully with the problems of the Nepali speaking adult learners who work in the tea gardens in North Bengal. It also produced '*Porbesso*' (Come and Read) for use in the non-formal education centres for the adolescents of the age-group 9-14 years in rural areas.

The State Resource Centre has also taken up evaluation of the non-formal education centres run by the Bengal Social Service League. ●●●

IAEA PUBLICATIONS FOR NEO-LITERATES

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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 several 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.

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

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