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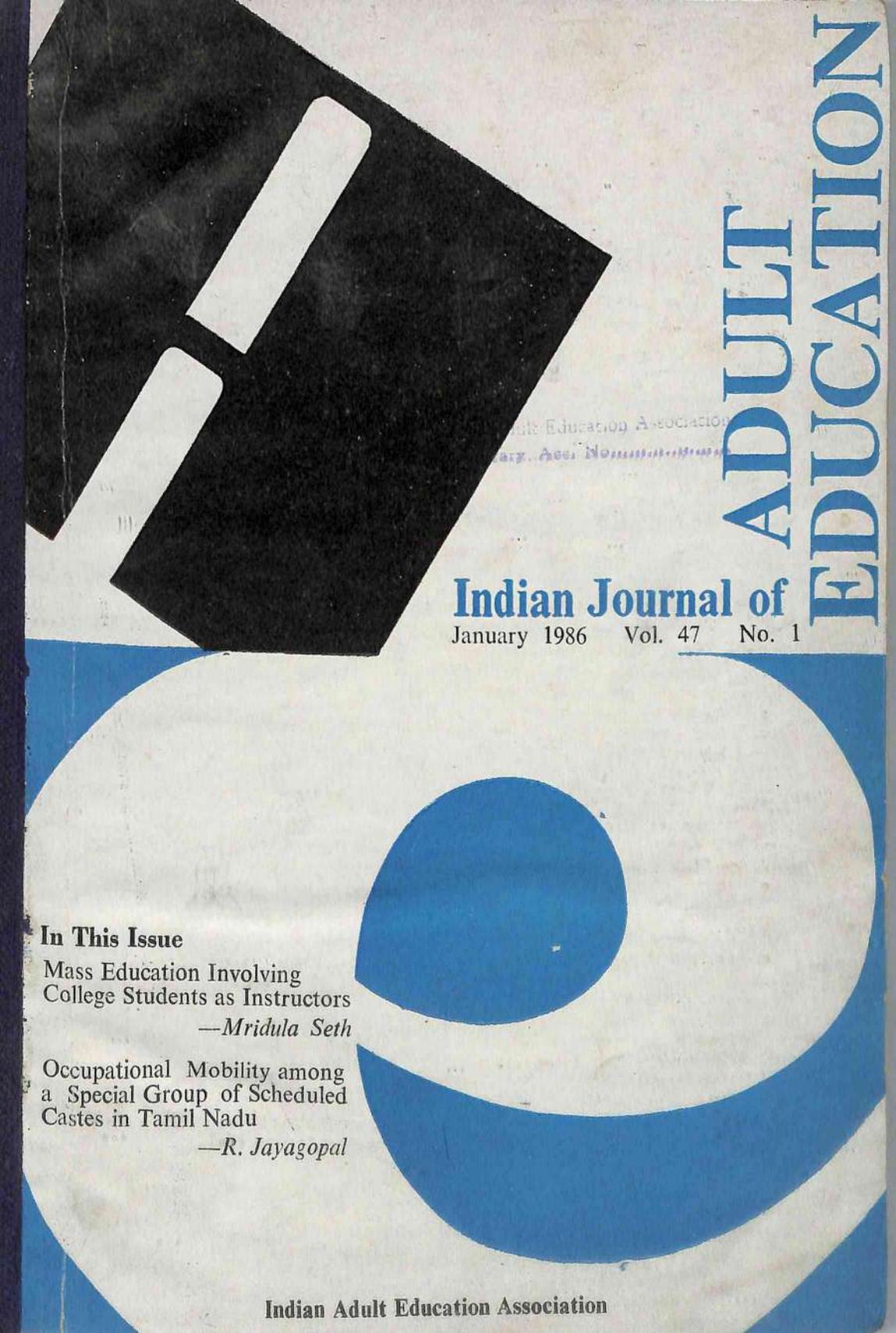
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Contributions on a wide range of themes within this broad framework are welcome. The Journal is particularly interested in current experiments in the field.

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Indian Journal of Adult Education

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> I J A E wishes its readers a
> happy new year

KNOWLEDGE AND THE PEOPLE

Or how the universities fail and can yet succeed

And Knowledge sat upon her hill
surrounded by all her treasure
and Knowledge said
"Who will come to take of my treasure ?
Who will come ?" she said.
But the people looked from afar
few there were
who climbed that hill
who took of her treasure
gold, silver and precious stones
and Knowledge was sad.

So Knowledge came to the market place.
She came and sat
spread out her treasures
displayed them to the people.
And the people came and looked and wondered
but still there were few who took of them.
"Why do you not buy of my riches ?
Why do you not take ?" she said.
But the people replied
"What use to us is your treasure
your gold, your silver and your jewels ?
How will it be food for our bellies
clothes for our backs
roofs for our heads ?"
And Knowledge said
"I don't know".

And at the moment
Knowledge died
and all her treasures crumbled into dust.
But behold
from that dust there sprang up
seed, plants,
yielding
food for their bellies
clothes for their bodies
roofs for their heads.
And the people were glad,
and gave thanks to Knowledge
Who died.

—*Alan Rogers*

Mass Education Involving College Students as Instructors : A Case Study

Mirdula Seth

College and university students are often criticised for lack of discipline and apathy towards developmental issues. However, the experience of the adult education project undertaken by the students of Lady Irwin College in Delhi, shows that with proper incentives, close supervision and encouragement, not only some concrete results can be achieved but also a sensitivity with regard to the environment of the underprivileged can be developed among students, which was found to inspire some of them to continue with the work even after leaving college.

IN the twenty-first century, while the nation will be exposed to modern technology, almost half of the population will be unable to fully exploit their environment because of illiteracy. According to World Bank estimates, India would have the largest concentration of illiterate population in the world by the year 2000 A. D., the country will have 54.8 per cent of the world's illiterate population in the age group 15-19. Human resource development through mass education therefore, is very important to create a universal learning environment which is a prerequisite for modern development. Strenuous efforts will have to be made to involve all educated citizens in the non-formal education programmes. Universities have a very important role to play in this regard.

University students are often criticised for their unruliness and apathy towards developmental issues. However, the success

with which the students of Lady Irwin College in Delhi organised an adult education programme has shown that youth can be made to play a constructive role in the nation's development through proper planning and strategies.

The Programme

During 1983-84, it was decided to involve the final year students in the 'Each one-Teach one' programme of the College. Each student was required to identify one illiterate person, preferably a woman between 15-45 years, in her neighbourhood. Those who were unable to find a person were provided the learners in the village adopted by the college for its extension activities. Thus, every student had a learner to teach.

An intensive training was organised for the student-instructors with the objectives of a) providing skills in imparting literacy skills; b) understanding the socio-cultural environment of the learners; c) communicating relevant messages in home science areas, that is, health & nutrition, resource management and child development; and d) developing teaching-learning materials for the programme. The students were explained the principles and philosophy of working with adults and the

guidelines for developing a literacy primer. They were given 18 keywords that could initiate discussion and could be split into its components for the purpose of introducing alphabets and *matras* (vowels), for literacy. They were asked to develop a set of cards and a prize was announced for the best set of cards. Each student-instructor had to do a case study of her learner by interviewing her, visiting her house, making observations and talking to other family members in order to understand the socio-cultural environment of the adult learner.

Before starting the project, she was required to conduct a literacy test to find out the level of achievement and a profile of her potential learner. The literacy test was readministered to find out the progress of the learner. At the end of the academic year, a 'Rally' was organised to bring all the learners to the college. Each student gave a personal and warm reception to her learner and all the students and their learners were given certificates for participating in the programme.

According to the feed-back provided by the students, the learners were motivated to continue with the programme after their visit to the college. Hence it was felt that a 'contact'

programme should be organised in the middle also so that the learner's motivation is sustained throughout the project. In the following year, that is, 1984-85, nearly 200 students and their learners participated in a mid-term 'contact' programme and an equal number took part in the final 'Rally' organised for felicitating the learners.

The set of cards developed by the students helped in developing a prototype material for teaching. A feed-back of the students revealed that their learners wanted to have a 'book' rather than cards. Hence a literacy primer *Padho Aur Jano* was developed. In this the number of key-words was increased from 28 to 50 as the student-instructors felt that the lessons tended to be too heavy. The order of presentation of key-words was also changed. The primer was printed with the assistance of the National Service Scheme (NSS) and the Directorate of Adult Education, Delhi Administration.

Strategies and Implications

This adult education project of the college has given an insight for planning and implementing the programme to involve a larger number of students. Discussed below are the implications of some of the strategies adopted in this project.

'Each one-Teach one' Approach

It was felt that to involve a large group of students for a sustained activity, it was necessary to provide them the opportunity to teach in their neighbourhood. Since over 100 students were involved in the project, it was necessary to monitor the progress of both the learners and student-instructors. Small groups were formed to discuss problems faced by them. The students were asked to show a profile of their potential learners and the scores of the achievement test in literacy.

Implication Suitable techniques have to be evolved to monitor the programme involving a large group of students.

Group Approach

Many college students were unable to identify or motivate illiterate persons in their neighbourhood. Therefore, they were taken to a village about 25 kms. from the college adopted for extension activities.

Implication While individual teaching could be carried out daily or twice/thrice a week depending on the convenience of the learner and instructor, in the case of group teaching, it

was not possible to take the student-instructors to the field more than once a week. Out of this time, again, quite a lot was spent by the student-instructor in learning about the village environment, the values of their learners and the actual time left for imparting literacy skills was not adequate. Therefore, a local teacher was engaged who met the learners daily and the role of college students was to strengthen the programme and monitor the progress of each learner separately.

Contact Programme

All the college students brought their learners to the institution twice a year. This was done to strengthen the rapport between the learners and their instructors and sustain their motivation to continue with the project. Groups were formed consisting of 10 learners and an instructor each. The learners in each group interacted amongst themselves on certain criteria previously planned by the organising committee. After some group interaction, all the groups were assembled and some learners from each group were asked to introduce themselves and narrate their experiences.

Implication A learner has mixed feelings while coming to the college for the programme. She is reluctant due to unfamiliarity with the formal environment and at the same time is excited because of the opportunity to belong to a bigger group and participate in an activity different from the routine work. However, in planning the 'contact' programme care has to be taken that the learners get individual attention. The feeling of belonging to a group is accentuated by wearing badges or any other symbol expressing group feeling. The timings for the programme should suit the convenience of the learners.

Incentives

Incentives are important both for the learners and college students. Certificates were therefore given to both learners and their student-instructors for participating in the programme. Some learners were also given certificates for passing the literacy test. The number of such persons however was small, yet it gave them a feeling of pride and motivated others.

Implication Incentives in material form are not necessary for motivating learners or their instructors. Recognition of their effort to become literate and confidence in their ability to acquire literacy skills is enough

to sustain their motivation for becoming literate.

Learning Materials

The materials used were developed by the student-instructors with the help of the guidelines provided to them.

Implication The experience showed that the training of instructors in using and developing teaching materials is a crucial aspect of the programme.

Follow-up

Even though it was not possible to have a follow-up with the individual learners who were being taught by the students at home, the college project has been successful. A condensed course in primary education has been started and those made literate will take the 5th class examination after 2 years. Twenty women have enrolled in the course for which a financial grant has been taken from the Central Social Welfare Board.

Implication Research by Bedi & Narang (1985) of the Lady Irwin College has shown that it is possible to impart literacy skills to learners within

an academic year through the 'Each one-Teach one' approach since the involvement of both the learners and the instructors is intense. However, a follow-up programme is necessary to prevent them from relapsing into illiteracy. Provision for reading materials and correspondence with the neo-literates are essential for this purpose.

Integration with Curriculum

Extension education is one of the subjects in the curriculum of B. Sc. Home Science. The students are required to take up a project in extension. Adult education was one of the projects undertaken under this scheme.

Implication Students' motivation to participate in a project is strengthened when it is integrated into the curriculum. Many students do not enjoy the work in the initial stages and face a number of problems in motivating their learners. However, with close supervision, contact and encouragement they develop sensitivity and awareness of the environment of the underprivileged. Some of them were found to continue even after leaving the college. ●●●

Occupational Mobility among a Special Group of Scheduled Castes in Tamil Nadu : A Survey

R. Jayagopal

Occupational mobility for better economic prospects would constitute one of the important goals of any non-formal education programme in a developing country like India in which about 50 per cent of the people are living below the poverty line. The goal acquires added significance in the context of the country's milieu charact-erised by deep-rooted caste system in which those at the 'lowest' rung of the social hierarchy (referred to as 'sched-uled castes' in our Constitution) with the 'most unclean jobs' assigned to them, are also the most deprived economically.

In a survey conducted by the author in which he sought the opinion of 31 scheduled castes engaged in the traditional occup-ation of cremation showed that only 14 of them desired to change over to other occupat-ions and the family members of only two respondents were in other jobs. The author feels the reasons for the continuation with the traditional occupation could be lack of other skills or lack of parental education, literacy and awareness of other opport-unities.

IN order to be mobile, an individual needs to be mentally agile to varied occupational in-formation and must have ex-cellent perception to process the information. In our society lack of job opportunities has resulted in an expanding unemployment scenario. The burgeoning popu-lation seems to be one of the root causes of all these prob-lems.

The middle class despite the advantages of literacy and occu-pational information seems to be the first victim of the unemploy-ment scourge. Under these circumstances, the lot of scheduled castes (SCs) seems to be much worse even though there are reservations and other special provisions for them. Keeping this as the backdrop, the present study aims at examining the hypothesis that non-formal education induces occupational mobility among the weaker sections. The ,general notion that any quantum of education will induce some kind of mobility is true. But whether the same is true in the case of non-formal education as applied

to weaker sections, is a research issue.

Caste and Occupation

In the traditional Indian social system each caste pursued a particular occupation so that the division of labour in the caste system had a high degree of functional specificity. Within the caste structure there was further division of labour among sub-castes but occupations within the main caste were more or less homogeneous and interchangeable. The relationship between caste and occupation was particularly close in the case of SCs. The most unclean and the least remunerative occupations were assigned to them. Consequently they occupied the lowest stratum in the caste hierarchy.

The fact that education whether formal, informal or non-formal is required for SCs is not debated since education provides social mobility and helps to adopt innovations, say, in agriculture technology, and helps in effective political participation. It promotes acquisition of new skills and reduces social distance observed in the relationship between the SCs and Hindus.

The popular belief is that the weaker sections are devoid of occupational skills and they need to be equipped with some such skill which would be helpful in generating substantial income to lead a quality life. If this is accomplished, the other issue that would confront adult educators, is : are we inducing occupational mobility by injecting doses of non-formal education ? If so, are we depriving the villagers of the services of the people engaged in certain traditional occupations due to mobility ? A case in point, which was cited during the annual conference of Tamil Nadu Board of Continuing Education (1983-84) was that the SCs engaged in some of the most traditional occupations, are changing their occupations, due to education of some kind or the other. Considering this, the President of Tamil Nadu Board of Continuing Education, Dr. Malcolm S. Adiseshiah assigned a research study to the author —who in turn inducted Dr. Rengarajan of Gandhigram University as a joint investigator for the project—titled "Opinion Survey of Occupational Mobility of a Special Group of Scheduled Castes Engaged in the Traditional Occupation of Cremation in Tamil Nadu".

The Problem

Due to the social and economic backwardness, several incentives are provided to SCs in India. Whether dramatic social changes have taken place due to these measures is a moot question. Relegating the consequences of economic upliftment programmes, the present study attempts to focus on a very narrow segment of the problem, that is, analysing the opinion of some of the SCs, who are engaged in the most traditional job of cremation, towards changing their occupation. It also aims to find out the number of persons of the target population who have changed their occupation, that is, from cremation to other white collar jobs.

The districts of Ramnad, Madurai, Tirunelveli and Chingleput, in Tamil Nadu were covered under the study.

Objectives of the Study
General

—To find out whether over a period of time, the SCs who were engaged as cremators have changed their traditional occupation to other types of occupations including white collar jobs.

—To survey the opinion of the SCs engaged in the traditional occupation of cremators in the District of Chingleput, Ramnad, Madurai and Tirunelveli towards changing over to other occupations.

Specific

—To find out the number of families in certain selected districts, who are engaged in the traditional occupation of cremators.

—To find out the socio-economic position of the respondents chosen for the study.

—To enumerate the number of respondents who have changed from the traditional occupation of cremators to other occupations.

—To find out whether opinion-wise the respondents are inclined towards changing their occupation.

—To identify the type of occupations which the respondents are wishing to change over to.

Limitations of the Study

The study is restricted to a few families in the four selected districts and hence any conclusions drawn need to be considered cautiously.

Sample

Responsive sampling technique was resorted to, as the

group chosen belonged to a highly restricted sector of traditional village occupation. Hence whoever was available at the chosen villages in the four districts was included in the study.

Tools

A questionnaire was evolved with three major dimensions. The first dimension pertains to the respondents' socio-economic condition and hence such items as to draw out the socio-economic particulars were included. The second and third dimensions were related to identification of number of persons engaged in the traditional job, and identification of those who have changed their jobs, respectively.

Observations

The sample size for the study is small due to the fact that there are not many who are engaged in the most traditional job of cremation. Accordingly the generalisations are made very cautiously.

31 respondents from 23 villages belonging to the four selected districts were chosen for the study. 17 of the respondents belonging to the age group 41-55, indicated that they are engaged in the occupation of cremation for a long time.

Alongside, it is evident that 23 of them are not engaged in any other occupation other than cremation. As for family income, 13 respondents said that their family income ranged from Rs. 151 to Rs. 300. The rest of them had an income of Rs. 150 and below. The family size, which is another factor contributing to several socio-economic problems in villages, ranged from 3 to 6 children per family. Specifically, 16 of the respondents said that their family consisted of 4 to 6 children.

As for the number of years for which they have been engaged in the cremation job, 14 of them said that they had 15 years of experience and 12 of them had nearly 16 to 30 years of experience. While the respondents were not engaged in any other occupation, besides cremation, 2 respondents reported that members of their family have now taken up other jobs such as that of a police constable or skilled worker at the Integral Coach Factory, etc. However, 29 of the respondents reported that their family members were not working outside.

When asked, whether they are interested in changing their occupation, 14 of them said "yes" and 17 said "No".

Since education is one of the precursors for social change the question whether the respondents have problem in educating their children was asked and to this 25 of them answered that they do not have any problem in educating their children.

Discussion and Specific Conclusions

Considering the several objectives stated earlier, the people who were products of tradition, were specifically chosen for the study. The occupation in which they are engaged at present, has been inherited from their parents. The reasons for adopting their parents' occupation, could be lack of other skills, or lack of parental education, literacy and awareness of other opportunities, as seen in the present survey.

Most of the respondents had been in the traditional job of cremation for 15 to 30 years, which goes to substantiate the fact that the respondents were committed to the present job as a tradition.

However, at the same time, a sizeable number of respondents, were willing to change over to other occupations which is an indication that the group as a whole is caught in the twilight zone of decision and indecision. The other occupations to which they wished to change over were carpentry, tailoring, cycle repair, building work and small scale industries. Thus it is suggested that SCs who are engaged in traditional occupations need to be provided with parental counselling, backed by extensive skill development programmes as part of non-formal education. ●●●

Time Utilization Pattern of Rural Farm Women

A. Laxmi Devi

TIME is an important part of the total pattern of living. The daily and weekly time and activity patterns in all homes reflect the interests, work habits and personal needs of the family.

In this study, to assess the time utilization pattern of rural housewives, the actual performance of 30 selected housewives—10 each from low, medium and high economic categories—from Atkur village in Krishna District in Andhra Pradesh, was observed from the time of rising to the time of retiring to bed at night by participant observation coupled with recall method. The day selected for observation was a normal day of routine household activities to be performed by the rural women. For farm activities, the time of departure and return from field, and the peak, scattered and no employment periods in the past year were noted. To study the extent

The time utilisation pattern of rural women on a normal routine day, as has emerged in the present study conducted in a village in Andhra Pradesh cannot perhaps by expected to be very different form that of an average village woman in the country, except, of course, with regard to the peak and lean seasons of work on farm which would vary depending on the sowing and harvesting time of the crops cultivated in a particular area. The information says the author, can be of help to extension personnel, administrators and educationists for planning and synchronizing rural development programmes with the adult education programme.

TABLE 1.

Per Capita Daily Time Utilization Pattern of Rural Women on
Household and Farm Activities

| Activity | Average time spent by rural women (hrs/day) | | | | | | Total | |
| | Low income | | Middle income | | High income | | | |
	Hrs	%	Hrs	%	Hrs	%	Hrs	%
Food preparation	3.2	13.3	3.6	15.0	2.8	11.7	3.2	13.3
Dishwashing	1.1	4.6	0.8	3.3	0.6	2.5	0.8	3.3
Cleaning of house	0.7	2.9	1.7	7.1	1.8	7.5	1.4	5.8
Cleaning of clothes	0.7	2.9	0.6	2.5	0.5	2.1	0.6	2.5
Marketing	0.6	2.5	0.5	2.1	0.3	1.3	0.5	2.1
Care of family	1.0	4.2	1.6	6.7	1.7	7.1	1.4	5.8
Personal care	1.4	5.8	1.8	7.5	2.3	9.6	1.8	7.5
Sleeping and resting	8.3	34.6	8.5	35.4	9.2	38.3	8.7	36.3
Social and leisure time	2.3	9.6	1.4	5.8	1.8	7.5	1.8	7.5
Agriculture	3.8	15.8	1.1	4.6	0.8	3.3	1.9	7.9
Allied agri-culture	0.9	3.8	2.4	10.0	2.2	9.2	1.9	7.9
Total	24	100	24	100	24	100	24	100

TABLE 2

Difference between the Low, Medium and High Economic
Categories of Rural Women in Their Time Utilization.

Activity	F-value
Food preparation	2.22 NS
Family care (includes personal care)	8.34**
House-keeping (includes dishwashing, cleaning of house, cleaning of clothes and marketing)	2.50 NS
Social and leisure time (includes sleeping and resting)	21.88**
Agriculture	51.06.**
Allied agriculture	11.42**

NS=Not significant.

** =Significant at 0.01 probability level.

of participation of rural women in home and farm activities, separate time utilization worksheets were developed. The activities were measured in terms of hours spent by the rural women respondents. The per capita time spent by the rural women on different daily household and farm activities is given in Table 1.

Table 1 shows that on an average a rural woman spends 40.41 per cent of her time on household activities, 15.83 per cent on agriculture activities and 43.75 per cent on sleeping, resting and other social and leisure time activities.

The data was further used to find out significant difference, if any, in the time utilization pattern of low, medium and high economic categories of rural women regarding six major home and farm activities by the method of analysis of variance. The findings are presented in Table 2.

It can be observed from Table 2 that the time utilization pattern of low, medium and high economic categories of rural women regarding family care, social and leisure time, agricultural and allied agricultural activities was significantly different at 0.01 probability level. However, no significant dif-

ference was noticed in the time utilization pattern between the three economic categories regarding food preparation and house-keeping activities.

At the time of observation the low economic category of rural women spent 5.8 hours per day towards agricultural activities, it being peak employment period. (The study was conducted during the paddy harvesting period). But on an average, taking peak, scattered and no employment periods into consideration, they spent 3.8 hours per day. June, July, November and December were considered as peak employment months; August, September, October, January and February were considered as scattered employment months and March, April and May were considered as no employment months in a year. During peak employment period, the rural women found 6 to 7 days' work and during scattered employment period they found 3 to 4 days' work in a week. The rural women spent 8 to 9 hours per day including their travelling time whenever they attended to agricultural work. The wage rate of rural women was Rs. 5/- to Rs. 6/- during scattered employment period, and Rs. 7/- to Rs. 8/- during peak employ-

ment period. All the low economic category of rural women respondents were engaged in paid agricultural work and none were doing their own farm work. Two rural women from medium economic category and one from high economic category were attending to farm supervision activities partially and none were engaged in paid agricultural work. Middle and high economic categories of rural women were actively participating in allied agricultural activities as most of these can be taken up at home.

Low economic category of rural women spent more time in dish washing as they did not have servants to assist in their work. Middle and high economic categories of rural women spent more time in cleaning of the house. This could be due to the fact that they possess big households and more space, furniture and equipment. It was also observed that the middle and high economic categories of rural women spent more time in personal care and the care of family as compared to low economic category. In comparison the medium and high economic categories of rural women were spending more time on household activities and allied agricultural activities like poultry, dairying kitchen gardening, etc. and the low economic category were spending more time on agricultural activities.

Since the middle and high economic categories of rural women were not engaged in outside employment, demands on their time were light and they normally stretched their time for household activities. The time utilization pattern might get changed if the rural women could be provided with income generating and adult education activities.

The study has important implications for not only organising adult literacy or adult education centres at a time convenient to the potential learners but also for formulating a curriculum based on their needs which would sustain their interest. ●●●

Adult Education in Goa : Retrospect and Prospects

M. R. Nimbalkar

Though with a literacy rate well above that of the national average, Goa still has a long way to go. The author tracing the history of adult education in the district discusses the steps needed to further strengthen the programme.

SITUATED on the West Coast of India the Union Territory of Goa, Daman and Diu came into existence in 1962, after liberation from the Portuguese rule on December 19, 1961. Goa, Daman and Diu are the three districts into which the Union Territory (UT) is divided. Of these Goa is the largest accounting for 97% of the total area of 3,814 sq. km. over which the U.T. is spread.

Characterised by hilly terrain, Goa is predominantly an agricultural region with a fertile soil but does not produce enough food to meet its requirements. Majority of the agriculturists belong to the small landowner class. The district's main crop is rice with coconut as the next important produce.

Population Trend

The population of Goa was between 4 to 5 lakhs for more than 40 years, that is, during 1881 to 1921.

It crossed five lakhs only during 1931 census and after that remained unchanged till 1961 when it was just 5.89 lakh.

After liberation, the population of Goa district was 7.95 lakh and 10.03 lakh as per the Census of 1971 and 1981 respectively.

The literate population in the district also showed an upward trend during 1961 to 1981. This was perhaps due to liberation and the consequent planned development which brought about considerable improvement in the educational facilities and employment opportunities in the territory.

History of Education in Goa

As early as 1541, an educational institution, the first of its kind in the country, called 'Seminario de Santa Fe' or the *'Seminary of the Holy Faith'* was founded, to which youth not only from Goa, but also from other countries of the East and the West flocked to study languages and sciences. In 1554, primary schools known as Parish Schools were started by King John III of Portugal. These were attached to churches and were run by the priests. The first official attempt to impart primary education was made in the year 1772 when primary school teachers known as 'Professor regios' were appointed and an education tax was imposed on the population for paying remuneration to the 'Professor regios'. The Parish Schools continued to function in a rudimentary form for some years and were subsequently closed down in the year 1798. During 1817 to 1870, primary, secondary, mathematical and military schools, and the French schools were set up.

The entire system of education was reorganised in the year 1871 and the Christian Doctrine was made compulsory only for the Christian students. The course of primary education was reorganised again in 1931 and the duration for the same was made 5 years. An order, making primary education free and compulsory for all the children belonging to the age-group 7-14 was issued by the Portuguese on 17th October, 1958, and was introduced from June, 1959. However, the medium of instruction was Portuguese and there was no provision for imparting primary education in the learners' mother tongue.

No facilities existed for higher education in the district. There were no colleges except the Medical School. Those who

wanted to pursue higher studies had to go either to Lisbon or the Indian Universities.

Adult Education Programme in Goa

There was no adult education programme in Goa during the Portuguese Rule.

As per the Census of 1910 the literacy percentage of Goa district was 13.1 and contiuned to be the same till the liberation. Soon after the liberation a scheme for the eradication of illiteracy from the District was formulated which was to be made effective from the year 1964-65. Initially it was implemented by the Community Development Blocks but was entirely taken over by the Directorate of Education, Government of Goa, Daman & Diu from the year 1968-69. A separate Social Education Wing in the Directorate was established for this purpose and the State Social Education Officer was made overall incharge of the wing. In the beginning, the organisation of literacy centres depended upon voluntary initiative on the part of a Govt. Primary School Teacher or a local Social Worker.

During the year 1971-72 the Government of India announced two schemes—'Special Employ-ment Programme' and 'Half a Million Jobs.' Under the former, emphasis was laid on adult literacy. The programme however, was discontinued at the end of the financial year 1973-74. Later, the Centrally sponsored Farmers' Functional Literacy Programme and non-formal education programme for the age-group 15-25, and the State Plan Scheme of Pilot Literacy Project were undertaken one by one for implementation in the District. But they failed to produce much result. The efforts to eradicate illiteracy, however, were continued. From 1964-65 to 1977-78, 1,761 centres were opened with the total enrolment of 50,305 adults. Out of these, 16,694 adults were made literate under various schemes.

On 2nd October, 1978 the National Adult Education Programme (NAEP) for the age-group 15-35 was launched. This programme which had Social Awareness, Literacy (3R's) and Functionality as its three components was much different in content and scale as compared to the adult literacy programmes tried in the past. Expected to be related to the life and work of the people, the objectives of the NAEP were to impart literacy

and numeracy skills to the most productive section of the literate population, to promote their functional skills and to raise the level of social awareness of the most disadvantaged section of the community. The Programme is currently being implemented by the Directorate of Education, Nehru Yuvak Kendras, N.S.S. Units of the Colleges and Voluntary Organisations in the UT.

Centres under UT's Scheme

Adult education centres are also being run under the Union Territory Schemes. The year-wise break-up of the adult education centres opened by various agencies, number of adults enrolled and made literate is shown in Table I.

Literacy Campaigns and Use of Audio-visual Means

The Panchayat meetings, group discussions and literacy campaigns are organised in rural areas of the District periodically with a view to generating a desire amongst the illiterate population in the age group 15-35 to become functionally literate. Other aims of these campaigns are to ensure regular attendance of the adults, to motivate and to retain adults, and to enhance the literacy competence of neo-literates. The use of films, slides and video casette recorders has been found to be highly effective in these campaigns.

Training Programmes

Instructors working at the various centres are made to undergo a short training course. Such courses are also organised for the supervisory staff such as Supervisor (Adult Education) and Assistant District Educational Inspector of General Education cadre working at taluka level. The Directorate of Education is responsible for the organisation of training programmes for all the functionaries at various levels.

Resource Support

Though the Central Govt. has sanctioned a State Resource Centre for the UT for resource support like organising training programmes for various functionaries, formulating curricula, producing teaching/learning material suited for local needs and conditions, and research on various aspects of adult education, it has not yet been set up. At present the UT is depending upon the SRC of Maharashtra State for the resource teaching support, learning materials and training programmes. Help is also being provided by Indian Institute

of Education, Pune and the State Institute of Education, Porvorim, in Goa. The latter recently brought out a book titled *Navivat* in Konkani and Marathi languages under UNICEF sponsored project.

Role of Voluntary Organisations

The involvement of voluntary organisations in the Union Territory is very poor even though there is provision for cent per cent financial assistance under the Central Govt. Scheme. So far only two voluntary agencies have availed of the assistance for two projects, of 30 and 15 adult education centres each. The UT Government is, however, making efforts to involve more voluntary agencies in the adult education programme.

Literacy Rate in Goa

As per the Census of 1910 the literacy percentage of Goa was 13.1. The position remained almost unaltered till the liberation of Goa, in 1961 when the percantage was 32.23. In 1971 it increased to 45.31 per cent and was 57 per cent in 1981.

Prospects of Adult Education

A University has been set up in the Union Territory only very recently. It started functioning from May, 1985. The National Service Scheme Units are also in operation in the various colleges of Goa. However, there is no collaboration between the institutions of higher learning and the adult education programme. The Department of Adult/ Continuing Education and Extension Services is yet to be set up in the University. Once this Department is set up, the adult education programme in the Union Territory can be reinforced by bringing about a coordination between the adult education centres under Goa University and N.S.S. units in the colleges. A separate centre for Adult/Continuing Education and extension programmes can also be set up in the South, North and Central areas of Goa. These centres can be the channels for the University to reach the community. The Directorate of Education, Government of Goa, Daman and Diu has also proposed a scheme for the establishment of continuing education centres under the post-literacy and follow-up programmes for neo-literates.

Mass media approach is another innovative way to reach the masses in remote and backward areas. Radio, television, film-shows, V.C.R. and newspapers could be successfully

TABLE-I

Number of Adult Education Centres Opened, Learners Enrolled and Made Literate in Goa

Year	Agency	No. of centres opened	Enrolment	Achievement (No. of adults made literate)
1978-79	Directorate of Education	279	8,791	2,816
1979-80	-do-	199	6,397	2,870
1980-81	-do-	188	6,150	3,573
1981-82	-do-	257	8,070	2,460
1982-83	-do-	561	10,016	3,549
1983-84	-do-	512	8,906	31,222
1984-85	-do-	632	11,045	4,547
1978-79	Nehru Yuvak Kendra	35	719	496
1978-79	Carmel College Nuvem, (N.S.S. Programme)	1	107	66
1979-80	The Navajivan Society (a voluntary agency)	30	960	463
1984-85	-do-	30	898	—
1984-85	Directorate of Social Welfare	72	824	545

employed to promote literacy and widen the experience of our adult population. Here it may be mentioned that T.V., radio, tape-recorders, etc. are well received in the remote areas of the Goa district.

Library movement is another important channel to reinforce the literacy drive. The movement can not only help in increasing the literacy rate of Goa by preventing relapse into illiteracy but can also raise the qualitative level of literacy and education. At present there is a State Govt. library known as Central Library. In addition, there are four taluka and 38 village level libraries set up by the Government. It is planned to establish 10 Govt. village libraries every year and one library in each taluka of the Goa district. Besides, grant-in-aid to libraries run with private initiative is also a popular practice in Goa. The quantum of grant ranges from Rs. 1000/- to 10,000/-. There is a proposal from the Government to increase the grant so that a better library system can be established in the Union Territory.

A further expansion of adult education, however, would be required for developing the backward areas and achieving progress in general in the Union Territory. ●●●

Rating Scale of Motivation for Adult Learners

Mercy Abraham

and

K. C. Baby Prasanna

A scale to measure the level of motivation of an adult learner, that is, the extent to which he or she is motivated to attend the adult education centre and participate in the activities of the centre, has been devised by the authors.

The scale consists of four sub-scales. Each sub-scale is meant to measure each of the four areas under consideration, viz., psychological, sociological, economical, and religio-cultural factors which motivated the adult learner. Each sub-scale consists of ten statements. The statements are put in such form that responses may simply be checked rather than written out. These statements indicate, to some extent, the situations in adult life which motivate the adult to learn. Hence, if an adult learner gets a higher score on the scale of motivation, it can safely be assumed that his level of motivation is 'high'; if he gets an average score, his level

That the motivation to learn is an important determinant for the success of an adult education programme goes without saying. This rating scale of motivation devised by the authors not only measures the motivation of the adult learners but also offers clue as to what kind of problems—whether psychological, sociological, economic or religio-cultural 4—are posing hindrance.

TABLE 1

Details of the Sample Selected for the Tryout

Name of centre	Name of agency	No. of Subjects		Total
		Male	Female	
Dr. Ambedkar Memorial Non-formal Education Centre, Peroorkada.	KANFED	11	10	21
Non-formal Education Centre, Avukkulam	University	13	17	30
Kerala Non-formal Education Centre, Ithiyoor.	KANFED	14	10	24
Sahridaya Literacy Centre, Poudrkonam	University	13	10	23
Adult Education Centre Karumattom Colony, Chalai.	KANFED	10	20	30
Prabodhini Vizhinjan	University	10	11	21
C.N. Memorial Mahila Samajam Aralinmoodu.	KANFED		21	21
Gandhi Bhawan, Pongumood	University	16	8	24
KANFED Centre, Thottavilakam, Balaramapuram.	KANFED	12	8	20
Sangadite Vidhya Kendran, Vizhinjam	University	13	12	25
V.K.K. Nagar, KANFED Centre Pravachambalam	KANFED	18	8	26
Everblooming KANFED Centre, Palayam.	KANFED	14	12	26
Nirmala Bhawan Literacy Centre, Poonthura	University	10	14	24
Sreedharnagar Literacy Centre, Poudikonam	University	14	15	29
C.V. Smaraka Grandhasala Thennurkonam.	KANFED	12	14	26
Total		180	190	370

of motivation is 'average'; below average scores indicate that the adult learner's level of motivation is 'low'. These scores also give a clue to the adult learner's problems, and the area in which these occur, viz., Psychological, Sociological, Economic and Religio-cultural. Such indications are a valuable aid in further work with the adult learner.

Development of the Scale

The scale was developed from a fairly large pool of items. 100 items were included in the pretest; 25 items in each subtest

The draft test was administered on a repersentative sample of 370 adult learners and the score sheets were used for item analysis. Harper's Chart[1] was used for estimating item discrimination. The details of the sample used for the try out are given in Table 1.

Reliability and Validity of the Scale

The scale is reasonably reliable and valid. The details are as follows :

Reliability

The reliability of the final scale was assessed using the split half technique. Corrected split half coefficients calculated for the whole test battery, and for the component tests are given in Table 2 (p. 26.)

The values quoted in Table 2 show that the scale developed is a reliable instrument for measuring motivation of adult learners.

Validity

The different procedures adopted in developing the test, especially the procedure of item selection could be cited as evidence of the validity of the scale. But these procedures tell us only about the 'construct' and 'internal' validity of the scale. The external validity of the scale was assessed using "instructor rating" as external criterion. For this, the names of 100 adult learners, at random, were listed out and given to their instructors who were asked to assess their motivational level on a five point-scale (Very High Motivation, High Motivation, Average Motivation, Low Motivation, Very Low Motivation). Such ratings were converted into scores (arbitrary scoring scheme), and the details are given in Table 3 (p. 26) .

The instructor ratings were correlated with the scores on the rating scale of motivation for adult learners, using product moment coefficient of correlation. The obtained correlation was 0.52 and it indicates that the scale is a reasonably valid instrument for measuring motivational level of adult learners.

TABLE 2

Split-half Reliability Coefficients for the Rating Scale of Motivation for Adult Learners

Scale of Motivation	Corrected value of reliability co-efficient
Whole scale	.91
Sub-scale I—Psychological factors	.88
Sub-scale II—Sociological factors	.92
Sub-scale III—Economic factors	.90
Sub-scale IV—Religio-cultural factors	.88

TABLE 3

Instructor Ratings of Motivational Level of Adult Learners

Very High Motivation	High Motivation	Average Motivation	Low Motivation	Very Low Motivation
50	40	30	20	10

TABLE 4

Norms and Classification of Scores

	Low Motivation	Average Motivation	High Motivation	Mean (N= 500)	S.D
Psychological factor	Below 19	19-23	23 or above	21	2.46
Sociological factor	Below 17	17-21	21 or above	19	2.12
Economic factor	Below 17	17-22	22 or above	19	2.45
Religio-cultural factor	Below 16	16-21	21 or above	18	2.48
Whole scale	Below 71	71-83	83 or above	77	5.98

Directions for Scoring

The scoring is definite and objective and the point credits to be given for each category of responses in the scale is as noted below :

Response	Point Credits
Untrue	1
True	2
Very True	3

The total number of points obtained for each sub-scale gives the score for that sub-scale which is a measure of the particular factor studied.

Reporting and Interpreting of the Scores

Analysis of the response sheets yield five different scores. These are :

1. Psychological factor score—approximately indicates how far psychological factors have motivated the adult learner.
2. Sociological factor score—approximate indication of the extent to which sociological factors have motivated the adult learner.
3. Economic factor score—approximately indicates how far the economic factors have motivated the adult learner.
4. Religio-cultural factor score—approximate indication of the extent to which religious and cultural factors have motivated the adult learner.
5. Motivation score—the sum total of the scores on the four sub-scales yield a score which is a fairly reliable indication of the adult learner's general motivational level.

Norms of the Scale

Norms for the different sub-scales were determined following one of the most conventional methods adopted by researchers all over the world.[2]

The norms for the present scale are based upon a study of 500 adult learners who were attending the different non-formal education centres of Trivandrum District. Table 4 gives the details of the norms which will be helpful in deciding the level of motivation of adult learners.

Points to be Remembered while Administering the Test

The following points should be borne in mind while the scale is administered.

There is no time limit for answering the scale. Since the scale is meant for adults attending the non-formal education centres, a sizeable proportion of the subjects may come under the category 'illiterates', who will not be able to answer the scale by themselves. Such people should be helped by the investigator to get the scale answered properly.

Instructions

Given below are certain statements intended to assess your motivational level with respect to your participation in non-formal education programmes. Indicate how far these statements are true, as far as you are concerned (Please put a tick mark (√) in the appropriate column). If there is any difficulty in reading and comprehending the statements, sufficient help will be provided.

(VT=Very True; T=True; U—Untrue

Section I

VT/T/U

1. The desire 'to be educated' is fulfilled through non-formal education centres.

2. I prefer non-formal education centres because nobody criticizes my age.

3. The centres provide the opportunity for relaxation, helping one to forget his/her worries at home.

4. I get the opportunity to share my problems with others.

5. The organisers of the centre respect my opinions.

6. I participate in the discussion according to my convenience.

7. Non-formal education centres help in cultivating a sense of security.

8. The topics discussed at the centres are to my liking.

9. I get sufficient opportunities to realise my potentialities and bring in progress.

10. Unnecessary restrictions are not imposed on the learners by the organisers of the centre.

Section II

VT/T/U

1. By going to the non-formal education centres, I get the opportunity to learn just as my neighbours.

2. The centres enable me to live without being subjected to the evils of the society.

3. I am now able to enjoy what ever food I have. in a clean, healthy and happy manner.

4. The centres provide me with the opportunity to meet and interact with the leaders of the locality.

5. I no longer depend on others to read my letters.

6. Politicians are no longer able to mislead me.

7. The classes at the centre help me to understand man-woman relationship.

8. The discussion on family planning organised at the centres gave me a fresh insight into life.

9. The discussions at the centre made me aware of the facts to be borne in mind when choosing a life-partner.

10. I am no longer misled by people who try to exploit me.

Section III

1. At the non-formal education centres, one becomes better informed and educated at no cost to himself.

2. The centres helped me to learn the ways and means of making my work more profitable.

3. The discussions at the centre helped me to learn the ways of escaping from money lenders who charge high interests.

4. I am now able to spend my leisure hours profitably.

5. I am now able to understand the procedure of obtaining the loans and other privileges from the Government.

6. I can read the newspapers at no cost to myself.

7. The discussions at the centre helped me to budget my expenses.

8. I am now capable of checking the balance amount after shopping

9. I am now able to learn the ways of attaining financial security.

10. Children have opportunities for getting free food from the centre.

Section IV

1. Non-formal education centres aid in developing religious attitude.

2. Literacy classes enable one to read religious books.

3. The discussions at the centre are helpful in improving one's cultural level.

4. Participation in non-formal education programmes help me to understand the lifestyle of peoples of different places.

5. The learning at the centre enables me to save myself from sorcerers.

6. Guidance is provided at the centres for safeguarding

oneself from irrational fears, anxiety, etc.

7. The classes at the centre gave me an idea about the uniqueness of Indian culture.

8. The discussions at the centre are helpful in creating an awareness in people that fighting in the name of religion is meaningless.

9. The centres provide the opportunity to get familiarised with famous authors and their works.

10. The classes at the centre help us to gain sufficient knowledge about great personalities of our nation.

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1. Edwin Harper B. Dass Gupta and S. P. Sangal, *Item Analysis Chart and Instructions*; Delhi : Manasayan, 1962.

2. Carl R. Rogers, *A Test of Personality Adjustment : Manual of Directions*; New York : Association Press, 1931, p. 11. ●●●

Adult Education and Political Systems by W. E. Styler

£ 12.95 plus £ 1.50 post and packing; pp. 227; published by Department of Adult Education, University of Nottingham, Nottingham.

The book, as the title suggests, deals with the relationship between political systems and adult education.

In the first part, Prof Styler outlines the theory and practice of adult education in Western democracies, the so-called Communist states and the countries of the developing world, specially after their independence from the imperialist yoke.

In the final part, the political principles which should govern adult education are discussed. Prof. Styler is of the opinion that the performance of adult education in the Western democracies, from a political point of view, has been disappointing. But on page 1, Bill writes, "In the Open University, Britain has produced what is perhaps the most striking single innovation in adult education in the world since the second world war", *initiated by a Prime Minister*. He also adds that

adult education "commands much greater political interest than was the case twenty or thirty years ago."

Bill also informs his readers that "as far as provision is concerned the two super-powers are heavily committed to and dependent on adult education". In the United States, nearly twenty million adults attend each year courses of study provided by a large number of different agencies. The Soviet Union has a comprehensive system of adult education, including correspondence and evening courses organised by departments of higher education, special and refresher courses for improving professional and technical skills, and a union-wide network of 28,000 People's Universities in which adults may extend their general, cultural and vocational education. Bill also states that development in other countries, "illustrate the growth throughout the world of a political commitment to adult education of major significance".

Bill's description about the developing countries is masterly, interesting and incisive. In the concluding pages of part 4, he raises an important question : "In most developing countries there is great concern about the level of illiteracy and strenuous efforts are made to reduce it, in some cases, as noted, with considerable success. There seems justifiable reason, however, to ask if general literacy can be made too high a priority and if general social and economic progress might be served better if it was given less support and great resources directed into forms of adult education which have a more direct influence on economic and political development". While I agree with this formulation, I still feel that the literacy to be imparted to adult men and women has to be seen as an essential component of socio-economic programmes for reducing poverty and inequalities, which is what Bill means when he says "adult education which will have a more direct influence on economic and political development." Moreover, literacy is a human right and should be provided to all. India cannot enter the 21st Century with 60% of our population illiterate and unable to utilise and understand the far-reaching scientific and technological changes taking place in the world.

Another significant statement in the book which needs to be highlighted is, "The continuing rapid rise in the world's popu-

lation creates a situation in which the expansion of education cannot keep pace with the number of children (and adults) who need its help. Therefore, education for population control is a necessary preliminary necessity for success in the struggle against illiteracy. It is also a necessity for satisfactory economic development".

Finally, one cannot but agree with Bill Styler's comment on the role of adult education as "an instrument to ward off the possibility of catastrophe or collapse", at the present juncture.

In the final part it has been argued that political development which rests on a basis of freedom should be regarded as a desirable end and that adult education is an important means for its achievement. The author has very cogently argued the case for making political education an essential component of adult education. Bill is aware of the efforts made by the Indian Adult Education Association in this regard. It was in December 1968 that a National seminar was arranged by IAEA at Pondicherry in South India to discuss the question of adult education for parliamentary democracy. It was clear to the founding father of the Indian

Republic that Citizenship Education is the sheet anchor for our democracy to thrive. The IAEA followed up the seminar, by setting up the Indian Council on Education for Democracy, in the hope that the Council will assist in the removal of political illiteracy and help in the implementation of the innovative programme of citizenship education, to enable men and women to take part in decision-making processes and shoulder political responsibility. Prof. Styler has referred to the seminar convened by IAEA in 1969, where this Council was set up. Ever since then IAEA has emphasised not only eradication of academic illiteracy but also political and legal illiteracy. Education for Democracy and Political Responsibility has become essential component of Indian Adult Education because adult education is now being recognised as an instrument of social change. India is passionately attached to the ideals of democracy and IAEA which came into existence in 1939, began its work in the field, emphasising adult education as a part of struggle for freedom and against Imperialism. After independence, adult education movement became a

ADULT EDUCATION NEWS

World Assembly of Adult Education

Barrister M. G. Mane, President and Shri J. C. Saxena, Hony. General Secretary, Indian Adult Education Association were invited by the International Council for Adult Education (ICAE) to attend the World Assembly on Adult Education organised at Buenos Aires, Argentina, from November 24-30, 1985. The biggest ever gathering of adult educators organised by the ICAE, the Assembly attracted over 500 representatives from 110 countries for the exchange of views and experiences. The President of Argentina inaugurating the Assembly stressed the role of Adult Education in awakening, and developing human beings for self-realisation and peaceful happy life. Adult education has to promote human rights and dignity as also ensure world peace and security in the present times, he said.

As many as 17 Working Groups met during the Assembly and formulated their proposals, keeping in view the varied situations and systems in different countries. Barrister Mane attended the Working Group on Workers' Education while Shri Saxena joined the Rural Adult Education Working Group. Both of them gave details of the work being done in these two important sectors in India.

Dr. Rajesh Tandon, a life-member of the Association, who was sponsored by ASPBAE, was elected as one of the Vice-Presidents of ICAE unanimously for the next term.

Training Programme for Key-level Functionaries Organised in Delhi.

The Indian Adult Education Association's six-day training programme for key-level functionaries in adult education began on October 24, 1985 in the premises of the Association. Twenty participants from the States of Bihar, U. P., Haryana, Punjab & the Union Territory of Delhi attended the programme.

Inaugurating the programme, Mr. S. K. Tuteja, Director, Directorate of Adult Education said training should be conducted in the same environment or circumstances as that prevail in the field, and in this context he suggested that participants, in

the course of the training programme, should keep in mind the questions which the learners could ask them. The instructors, he emphasised, should treat learners as their equals and encourage participatory approach. Finally, he said, use of folk culture should be made in reading materials for adult learners.

Fr. T.V. Kunnunkal, Chairman, Central Board for Secondary Education in his presidential remarks observed that the emphasis in adult education programme so far had been on literacy and even in this we had been largely unsuccessful. Stressing the importance of training in skills, Fr. Kunnunkal said the beginning of adult education programme should be made with this. Also, he said, a training programme should involve more of interaction, experimentation and intensive use of faculties. The aim of training a person, he said, is to enable him to react with the environment and in the process change both himself or herself and the environment.

Earlier, Mr. Saxena, Hony. Secretary, IAEA welcomed the guest speakers and the participants. He said, IAEA realising the importance of training had drawn up a plan of organising 10 programmes of one-week duration, each. Three 1-month programmes, he informed, were also on the list. The programmes, he said, were also being evaluated by IAEA so that the quality of the following programmes could be improved.

Mr. J. L. Sachdeva, Acting Director, IAEA proposing a vote of thanks said that it is often complained that adult education workers are not motivated but the fact is that they are not given proper training.

The topics covered in the training programme included A Brief History of Adult Education in India; Present Adult Education Programme of Central, State Governments and Voluntary Organisations; Linking Adult Education with Development; Components of Adult Education Programme; Role of Mass Media in Adult Education; Field Problems of Adult Education Programme; Psychology of Adult Learners; Material Production in Adult Education Programme; Laws for Weaker Sections of Population; Linking Adult Education with Population Education; Income-generating Programmes; Continuing Education and Follow-up and Monitoring and Evaluation.

The resource persons were:

Shri J. C. Saxena, Dr. S. C. Dutta, Prof. B. B. Mohanty, Dr. Dharm Vir, Shri Surinder Kaushal, Shri Bhakt Priya, Dr. J. P. Gupta, Shri S. K. Bhatnagar, Shri D. N. Mathur, Shri R. S. Mathur and Shri J. L. Sachdeva.

Valedictory Function

At the valedictory function on October 29, 1985, Dr. R. P. Singhal, Executive Director, NIEPA, was the chief guest. Appreciating the constructive role being played by IAEA, Dr. Singhal congratulated the Association's Office bearers for having organised a good programme.

Dr. Singhal said, there is a deep relation between illiteracy and poverty and unless we link the two problems and attack them simultaneously we cannot solve them. Education, he said, is the only means by which we can bring about change in people's attitudes and values. It is also important for making people self-reliant, for preventing exploitation of the weak and the poor, and for enabling people to benefit from scientific and technological development, he added.

With India having 40 crore of the 81 crore illiterates in the world, illiteracy, Dr. Singhal said, posed a serious problem for us. The problem, he said, cannot be tackled by the Education Department alone and till we link our literacy programme with poverty-alleviation programmes, we cannot succeed. The linkage, he said, is important even for the success of poverty-alleviation programmes because ignorance is the main cause of exploitation in various forms.

Referring to an evaluation report from Orissa, he said, child labour is prevalent in the State despite the laws against it. Dr. Singhal said not only the parents but also the employees wanted the children to work rather than go to school because children can be hired at lower wages. Hence, planning for child and adult education must be simultaneous, he stressed.

Finally, emphasising the need to identify the role of various organisations like banks and cooperatives, Dr. Singhal said linking adult education programme with income-generating programmes would solve the problem of motivation to a large extent. Training programmes also, he said, should be conducted jointly. Through coordinated or joint approach the problem of resources too can be tackled to a certain extent, he felt.

Earlier, Shri J. L. Sachdeva, in his welcome address said that till recently development was defined as the economic growth of a country, i.e., growth in GNP rate. But now GNP has been replaced by people—meeting their demands for equality, removal of poverty, unemployment, illiteracy and ignorance. The adult education programme thus should be considered as a development programme, he said.

Mr. Ghamandi Ram from Bihar, speaking on behalf of the participants said the programme had provided a very good opportunity for exchange of ideas, views and information and the participants had benefited a great deal from it.

Mr. J. C. Saxena, Hony. General Secretary, IAEA, proposing the vote of thanks said if all the sections of the society are involved in the literacy programme, the goal would not be difficult to achieve. Stressing the need to adopt each-one-teach-one approach, involving housewives, ex-servicemen, students and others, Mr. Saxena said, non-formal education will have to be spread all over India to prevent dropping out at elementary stage.

Finally, he expressed the hope that the participants would help extend the benefit of the present programme to other adult education functionaries by training them, and would keep in touch with the Association, informing about the problems faced in the field and also suggest possible solutions.

During the programme the following films were shown :

a) Likh Ke De Do
   (Give me in Writing)
b) You Can Do It
c) Shramik Vidyapeeth
d) Women and Education
d) Who Seek the Light

Training Programmes Organised in Different Parts of the Country

In addition to the training programme in Delhi the Indian Adult Education Association organised the following training programmes in different parts of the country.

One-Month Training Programmes

The first training programme was organised in collaboration with Xavier Institute of Social Service, Ranchi from September 20 to October 19, 1985. Twelve key-level functionaries participated.

The second training programme was organised in collaboration with Literacy House, Lucknow from October 10 to November 8, 1985. Eleven persons participated.

The third training programme was organised in the premises of the Association from November 16 to December 12, 1985 in which fifteen adult education functionaries participated.

6-Day Training Programmes

Ten six-day programmes were organised during October-December 1985. They were organised at :

1) Imphal, Manipur, in collaboration with Manipur Adult Education Association from October 7-12, 1985.

2) Sri Nagar, Garwhal, U.P., in collaboration with NAEP unit of Garhwal University from October 11-16, 1985.

3) The headquarters of the Association in New Delhi from October 24-29, 1985.

4) Indore in collaboration with Asha Kala Kendra, Mhow from November 3-8, 1985.

5) Guwahati in collaboration with Government of Assam, from November 4-9, 1985.

6) Jhabua in collaboration with Asha Kala Kendra Mhow, Indore from December 1-6, 1985.

7) Udaipur in collaboration with Rajasthan Vidyapeeth from December 2-7, 1985.

8) Calcutta in collaboration with Bengal Social Service League, Calcutta from December 7-12, 1985.

9) Faizabad in collaboration with Awadh University, Faizabad from December 8-13, 1985.

10) Tirupati in collaboration with Department of Adult & Continuing Education, Sri Venkateswar University from December 10-15, 1985.

New Director for IAEA

Shri J.L. Sachdeva took over as Director of the Indian Adult Education Association on January 1, 1986.

Shri Sachdeva joined the Association in 1963 and has since worked in various capacities.

Writers' Workshop

The Indian Adult Education Association organised a Writers Workshop at Suraj Kund (Haryana) from November 2-5, 1985. Twelve Hindi Writers participated

During the Workshop 12 manuscripts were prepared. They were on environment, dowry, national integration, women education family welfare and rural development.

National Preparatory Workshop on Population Education

The University Grants Commission and Department of

Adult, Continuing Education and Extension, University of Delhi organised a three-day national Preparatory Workshop on Population Education Programme (the Higher Education) in New Delhi on November 28-30, 1985. It was inaugurated by Dr. (Mrs) Jyoti H. Trivedi, Vice-Chancellor, S. N. D. T. Women's University. Dr. M. Aram, Vice-Chancellor, Gandhigram Rural Institute presided.

The objectives of the Workshop were to acquaint the participants with UGC-UNFPA project, the roles which they, through the institution of Population Education Resource Centre (PERC) in their department/centre for Adult, Continuing Education are expected to play in the specific context of the project and the acquisition of skills required by PERC personnel for the fulfilment of the specific roles and participatory work in the mechanism instituted for such work.

The valedictory address was delivered by Smt. Mohsina Kidwai, Minister for Health and Family Welfare. She said that there was no better way of achieving the objective of the small family than to introduce population education as an integral part of the school and college education.

She said that our objective would be achieved only if we teach demographic implications of the increase in population to our youth in schools, colleges and those out of school must be aware of all the dimensions of population growth and its impact on all walks of life to make them conscious of planned parenthood.

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part of the movement for reducing poverty and inequality and achieving social justice, peace and democracy.

The book is a welcome addition to the adult education literature and should be read by all those interested in the promotion of "good adult education". Prof. Styler has very cogently dealt with various burning issues which are agitating the minds of thinkers in adult education, and has made useful suggestions for their solution.

—*S. C. Dutta*

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INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Estate, 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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In This Issue

Proceedings of the
38th All India Adult Education
Conference on 'Mass Movement
for Adult Education'

Indian Journal of Adult Education

The Indian Journal of Adult Education, first published in 1939, is brought out every month by the Indian Adult Education Association, a voluntary organisation, registered under the Societies Registration Act of 1860. The Journal has special interest in the theory and practice of non-formal education with special reference to the relationship between Adult Education and Development.

Contributions on a wide range of themes within this broad framework are welcome. The Journal is particularly interested in current experiments in the field.

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INDIAN JOURNAL OF ADULT EDUCATION

CONTENTS

India's Sin and Shame !

Those are arresting and powerful words used to describe India's problem of illiteracy by none other than Gandhiji himself. For poignancy, concern and anguish about the problem of illiteracy they are unmatched. But such was the picture of illiteracy writ large on the face of Mother India, which Gandhiji saw and described it the way he did.

Mr. P.K. Patnaik, in his Zakir Husain Memorial Lecture, 'A Mass Movement for Fundamental Literacy,' delivered in December 1985 at Trivandrum, has recalled the above description of illiteracy by Gandhiji, appropriately. Nothing could have been more right and timely.

At this point of time, we are on the cross-roads of history of development in general and adult education in particular. Mr. Patnaik's detailed and descriptive lecture on adult education as a programme, process and movement and his attempt at delving into policy implications, merits serious in-depth analysis.

Its strength lies at two levels—first, what it lacks in analytical depth, it makes up by an impressive and accurate description in a historical framework, identifying important land marks in our attempts at attaining literacy and second, its candidness in its admission of the limitations and the intractable nature of the adult education problem itself. Another welcome feature is that there are no defensive or justificatory elements in the entire lecture, which needs to be the case more and more as we look for relevant answers for solving the adult education problems.

In the course of his lecture Mr. Patnaik makes a number of worthwhile and cogent observations and suggestions, a few of which are analysed here for understanding the article, nature of the adult education problem and the needs for its urgent solution.

The inter-related suggestions/needs of the central and state governments taking the initiative to launch a mass movement with "the quality of planning and implementation" and a "countrywide mobilization of the poor, bulk of whom are illiterate" are laudable and necessary in themselves, but are not possible of achievement given our present day readiness for solving the problem and the necessary will and infrastructure that is extant today.

In fact, expatiating on mass movement and mobilization of the poor and the like form part of the current political rhetoric, blithely ignoring that they are neither instant creations of even the able and well meaning nor the result of earnest wishes and prayers. But, such seems to be the case. Launching a mass movement through mobilization of the poor is possible only through a radical social programme as part of a new political revolution. To achieve this there should be two vital needs—(1) a dynamic selfless leadership and (2) a strong all persuasive ideology rooted in the people's dreams, hopes and aspirations, the former often a visible symbol of the latter. The two go together. Governments cannot launch a mass movement of a consequential kind, unless big programmes with a lot of money and fanfare are mistaken for initiating a mass movement. Mass movements are made of sterner stuff, where grit, commitment and spontaneous participation of people, selflessness and sacrifice for an inspiring cause are the ingredients. Of course historically speaking authoritarian options of the Chinese and Russian variety do exist, but India is neither China nor Russia. (Would do God that India never will be !) The problem is therefore to find assured answers in a democratic way in which the Government ensures its support and enables the programmes to function with deep commitment and an organisational style that yields results.

The voluntary organisations in adult education against the background of the need for nation-wide mobilization, present a disconcerting picture, not withstanding the fact that there are some shining examples of a number of voluntary organizations under committed and inspiring leadership. In sum, however, their activities do not constitute a movement of consequence. But given certain conditions their potential for a social revolution and devoted adult education is possible. To appreciate this one needs to go back to Gandhiji and the freedom movement, a point Mr. Patnaik has tried to make. Gandhiji's movement for freedom in historical and tactical terms and for situational reasons was anti-British. The freedom movement was a collective and determined affirmation of the Indian people as human beings with dignity, and poverty, deprivation and ignorance had no relevance to it. In other words, Gandhiji's freedom movement was based on the dignity of man. Gandhiji helped us to see in our condition of political and economic slavery that we were deep inside free. The freedom movement was a mechanism to make it manifest and open. This opened the flood gates of mass energy which gave to the freedom movement its substance and momentum. This awareness was adult education at its best and most consequential. It was true mobilization of the poor with few parallels in history. The crux of the problem lies in whether we can recapture that spirit not as nostalgic and self-adulatory history but something that stirs us from inside and unleashes a new energy for new times.

The change from an oral culture to that of a culture where alphabetization which Mr. Patnaik refers to is central to education and communication, is extremely important. To bring this about what is needed is a strategy of cultural transformation and not preoccupation with the 3 Rs which is by and large the case whatever the exceptions here and there may be. There is something psychological and ethically disturbing about teaching 3 Rs in the spirit it is done by and large today. The truth is that an unlettered peasant or an urban dweller is not an ignorant person, which seems to be a conscious and unconscious assumption of much of the adult education work. (A point which has been earlier made in these columns). As a child of an oral culture which has stood the test of time he has strengths of his own. Adult education in a basic and challenging sense is to reorganize and update the outlook of a people rooted in oral culture for a culture of change and modernization. Mobilization of people therefore needs to be looked at as massive cultural transformation.

Mr. Patnaik has dealt with the idea of dovetailing adult education with development, a never failing point in most speeches and articles these days. This is of course very necessary. The question is how far and how is it being done. Adult education continuces to be both approach wise and operationally an isolated activity. This problem is further compounded by niggardly finances. Most of our development is technique and method-oriented where process is weak or absent. With process comes a critical educational component. This is also happening to adult education. Adult education needs to be integrated with development at the planning level itself in the context of the grass root dynamics. A realistic mechanism has to be evolved for this This will help to make it people oriented. This is also necessary for mobilization for developmental ends.

Adult education as already mentioned is at the cross-roads, can it be for development ends with mobilization of the poor for organized action within the framework of democratic polity or an activity for removing ignorance of individuals in a narrow sense of the term. The challenge is to rehaul adult education. This is possible if it is reconceptualized as a cultural and ideological challenge. If this is done, India's sin and shame will disappear into the limbo of time.

A Brief Report

THE 38th All India Adult Education Conference which concluded in Trivandrum on December 23, 1985 urged the Central Government to place adequate funds at the disposal of voluntary organisations so that they can share a sizeable part of the burden of the mass adult education work.

The four-day Conference convened by the Indian Adult Education Association (IAEA) in collaboration with the Centre for Adult Education and Extension, University of Kerala, S.R.C. and Kerala Association for Non-formal Education and Development (KANFED) was attended by about 400 delegates from 21 States and Union Territories. They represented Central/State Governments, Universities/Colleges, State Resource Centres and Voluntary Organisations.

The Conference emphasised the need for launching a mass literacy campaign in addition to the selective programmes being implemented now to achieve cent per cent literacy in the age group of 15-35 by the year 1990.

Adult education, the participants felt, would become a mass movement only if it becomes part of national endeavour involving all sections and agencies at all levels. Students in universities and schools should be involved in a big way in the mass movement of adult education.

Inaugurating the Conference in the Senate Hall of the University of Kerala, Shri V.M. Sudheeran, Hon'ble Speaker of Kerala Assembly said non-formal education should receive the same importance as formal education and all out efforts should be made to provide education to illiterate adults in the age group 15-35 by 1990.

Earlier, Dr. K.S. Pillai, Director, Centre for Adult Education and Extension, University of Kerala in his welcome address said that University of Kerala had opened its door to the masses in 1980 and at present 780 adult education centres are being run by the University and its colleges.

Shri J.L. Sachdeva read out the messages received from various dignitaries in different parts of the country.

Nehru Literacy Award Presented

Shri Sudheeran also presented on the occasion the 1985 Nehru Literacy Award for eradication of illiteracy and for the promotion and development of adult education to Dr. S.C. Dutta.

The citation for the Award said that Dr. Dutta has done a voluntary service to the cause of adult education for many years and has given form and content to adult education movement in India and the Asian Pacific Region.

Dr. Dutta in his reply said, "Education of the common men and women

should be our concern if we want to die in the world which is better than the one in which we were born".

Shri Sudheeran also released the Souvenir brought out to mark the Conference.

Smt. Lakshmi N. Menon, President, All India Committee on Eradication of illiteracy among Women in her felicitation address said that people in democracy were the real masters and their education should receive priority. Educated people, she said, have a great responsibility towards the uneducated and the deprived and the need is to make them realise it so that adult education becomes a mass movement.

Barrister M.G. Mane, President, IAEA, in his presidential address emphasised the need for organising short duration literacy campaigns for attracting people in large numbers to the programme. He said women's education should receive priority as large scale illiteracy prevails among them. This would help in enrolling more children in schools and in checking the drop-out rate, he felt.

Shri J.C. Saxena, Hony. General Secretary, I A E A proposed the vote of thanks.

Zakir Husain Memorial Lecture

Shri P.K. Patnaik, Joint Secretary, Ministry of Human Resource Development in the Zakir Husain Memorial Lecture, which was read in absentia on December 21, 1985, said non-retention of students enrolled in schools and the high rate of drop-out are among the important factors which contribute to the increasing number of illiterates in the country.

Functional literacy programmes, he said, have not made substantial impact on the rural beneficiaries because these like other development programmes have been working in isolation. He suggested that beneficial linkages between adult education and other development programmes especially those meant for identified target groups or for alleviation of rural poverty should be developed.

Shri P.S. Habeeb Mohammed, Vice-Chancellor, University of Kerala who was the chief guest on the occasion said liquidation of illiteracy should be the primary national task.

Working Paper

In the plenary session held in the morning of December 21, 1985 the working paper 'Mass Movement for Adult Education' was presented by Shri J.L. Sachdeva, Director, I A E A. He said, for mass movement of adult education, active collaboration of voluntary organisations should be sought, students and youth should be involved in large numbers for organising short duration literacy campaigns, special programmes for women, scheduled caste and scheduled tribes and other weaker sections should be undertaken and forums of Parliamentarians and Legislators at all levels should be formed.

Earlier, in his opening remarks, Shri J.C. Saxena, Hony. General Secretary, IAEA said that education alongwith elementary education was included as Minimum Needs Programme (MNP) in the Sixth Five Year Plan and it continues to be part of MNP in the Seventh Five Year Plan. He said students and youth have to play a great role in providing literacy education to 87 million people in the age group 15-35 by 1990.

In the following session the participants held group discussions on the following sub themes :

— Creation of Appropriate Climate

and Awareness for Mass Movement.

- Coordination of Adult Education Programmes in the Perspective of Mass Movement.
- Role of Voluntary Agencies and Workers' Education in Mass Movement.
- Involvement of Youth and Students in the Mass Movement of Adult Education.
- The Role of Mass Media.
- Mass Movement for Women's Literacy.

Session on Health Education

On December 22, 1985 the opening session was on Health Education with Prof. K.N. Pai as the Chairman. Ten doctors from various disciplines presented papers. Dr. R.P. Raja, Assistant Director of Health Services, Kerala, spoke on the necessity of 'Health Education for Illiterate Adults'. Prof. Pai, former Director and Professor of Medicine, discussed 'Aging and Related Diseases'. Dr. S. Venugopal, Department of Medicine, Medical College Hospital, emphasised the significance and importance of 'Sex Education for Adults'.

Prof. Hareendran Nair, Head of Dermatology Department, Medical College Hospital, urged the delegates to lend support in eradicating leprosy. Dr. S.N. Suguna Bai, Professor of Paediatrics, Medical College Hospital, requested the delegates to actively participate in the W.H.O. proposed 'Extended Immunization Programme' aimed at preventing the communicable childhood infections.

Dr. C.G. Bahulayan, Cardiologist, Medical College Hospital, drew attention to Rheumatic and Ischemic heart diseases. Dr. M. Ramachandran, Department of Medicine, spoke on "Diet and Health". Dr. V.S. Mony, Psychiatrist, stressed the need for educating adults to improve their mental health and prevent mental illness. Dr. G.K. Bahulayan Nair, Urologist, discussed urological problems with special reference to renal stones. Dr. A. Kamalasanan, Blood Bank Officer, Medical College Hospital, appealed to the delegates to educate and motivate adults to come forward and donate blood voluntarily.

Valedictory Session

The valedictory address of the Conference was delivered by Shri V. Ramachandran, Chief Secretary, Government of Kerala. He said, we have drawn good plans of action but have not done well at the implementation stage in many developmental and educational programmes including adult education. Shri Ramachandran said motivation of the adult learners is a great problem and to create it adult education has to be job-oriented. He appealed to State Governments to give priority to adult education programme so that the target of elimination of illiteracy in the age-group 15-35 by 1990 could be achieved.

Earlier, Dr. K.S. Pillai in his welcome address said that no voluntary organisation in Kerala is getting financial assistance and it would not be possible to make adult education a mass movement in the State without the active involvement of voluntary agencies.

Barrister M.G. Mane in his presidential address stressed the need to take cooperation of all organisations and individuals to make adult education a mass movement. He said if democracy has to take deep roots in the country the education of the illiterates has to be given a high priority. Barrister Mane said adult education of parents will

The Declaration

WE the 375 delegates from 21 States and Union Territories of India participating in the 38th All India Adult Education Conference held at Trivandrum from 20th to 23rd December 1985 to discuss the theme Mass Movement for Adult Education declare that Mass Literacy campaigns should be launched in the country in addition to selective programmes being implemented now to achieve cent per cent literacy in the age group 15-35 by 1990. Anyone and everyone in the community who has the time, inclination and capacity for participating in the programme should be involved.

Adult education will become a mass movement if it becomes a part of national endeavour involving all sections and agencies including trade unions, co-operatives, students and youth, housewives and ex-servicemen, workers and peasants, governmental and non-governmental organisations, and voluntary agencies at the grass-root level.

Students in universities, colleges and schools be involved in a big way in the mass movement of adult education. The functional literacy programmes should be made a compulsory activity under the National Service Scheme, Nehru Yuvak Kendras and other youth programmes.

To make adult education a people's programme more and more voluntary organisations should be encouraged to participate in it. The conference urges upon the Government to place adequate funds at their disposal so that they could share a sizeable part of the burden of adult education work.

To widen and deepen the commitment of political and social leadership in adult education programme the conference urges the formation of forums of parliamentarians and local leaders at various levels.

Women, Scheduled Caste and Scheduled Tribes constitute the hardcore of the challenge of illiteracy because of high percentage of illiteracy among them. Their education should receive priority in the mass movement for adult education.

The Conference notes that there is still not adequate demand for adult education programme and for generating this demand it calls upon the mass media to play a great role in creating favourable climate for a mass movement of adult education. The benefits of acquiring functional literacy and the handicaps arising out of literacy should be demonstrated through mass media.

The conference welcomes the formation of National Volunteer Corps for Literacy by the Indian Adult Education Association (IAEA) and urges upon the voluntary organisations and educational institutions to extend support to it by starting short term campaigns for eradication of illiteracy with the help of volunteers. The conference requests the Government of India and the State Governments to provide for the necessary kits and training of volunteers for this massive literacy programme through I.A.E.A. and all other state-level, district-level and grass-root level agencies participating in this mass movement.

Mass Movement for Adult Education

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. Addition in the number of illiterates has been a regular feature in the past 38 years that have elapsed since Independence. During 1971-81 about 48 millions have been added to the number of illiterates in our country.

Realising the gravity of the situation, the Central Advisory Board of Education in its meeting on June 6-7, 1983, and the National Board of Adult Education in its meeting held in November 1983 recommended a substantial stepping up of the level of programme with community participation on a mass scale so that the goal of covering all illiterates under the programme by 1990 is achieved.

According to current estimates there are 67 million illiterates in the age group 15-35. The Seventh Five Year Plan has fixed the target of 100 per cent coverage of illiterates in the age group 15-35 by 1990. At present about 6.5 million people per year are being covered under the various adult education programmes. Even if the number of centres is increased and 10 million illiterates are covered in a year, it will not be possible to achieve the target of 100 per cent literacy by 1990. For achieving this a mass movement of adult education should be launched in the country and a favourable climate should be created for the acceptance and implementation of the adult education programme.

Involvement of Voluntary Organisations

The need is to launch a mass literacy campaign, in addition to the selective approaches being implemented in the country, for the reduction of illiteracy, and this cannot possibly be done by state machinery alone. To secure people's participation, voluntary organisations which have closer relation and great influence over the masses have to be involved in large numbers in this programme. What is needed is to arouse popular will and determination and to provide support to voluntary organisations to launch short duration literacy campaigns. Courses of long duration for illiterate adults seem not to be in conformity with the psychology

of many. They can probably attend literacy classes more regularly if these are of short duration. Short-duration literacy campaigns have worked very well in some countries and need to be tried in our own country too. Moreover, adults want quick results and if literacy is given to them in shortest possible time, the result will perhaps be better. Also, volunteers will be easily available for short duration literacy campaigns.

For a mass literacy campaign, support of students, youth, housewives and ex-servicemen will have to be sought. Programmes like "each one teach one" or "each one teach two" could be tried. In fact, anyone and everyone in the community who has the time, inclination and capacity for participating in the programme should be involved. The voluntary help can go a long way in making a substantial number of illiterates literate during the next five years. The Indian Adult Education Association has taken a lead in this regard and has formed a National Volunteer Corps for Literacy. A short-term campaign to eradicate illiteracy and to create an atmosphere for the emergence of a learning society will be the immediate task of this Volunteer Corps.

The voluntary organisations in a particular area should form a consortium for implementing the adult education programme concentrating on a single district, preferably one out of the 243 districts with literacy level below the national level, and should not withdraw from that district till all the illiterates have been made literate Even in this, preference should be given to those 193 districts where the female literacy rate is less than 20 per cent.

Involvement of Students and Youth

Although the adult education programme envisages involvement of students and youth, their participation at present is very marginal. Their contribution in adult education programme is only 3 to 4 per cent, which is very insignificant considering the number of universities and colleges we have in the country. The inexhaustible energy represented by the vast student community and members of the faculties in our Universities/Colleges will have to be channelised very fruitfully in this programme.

At present, about 82 of the 140 Universities and 2,200 Colleges out of a total of 5,500 are involved in this work. The University Grants Commission proposes to involve all the universities and colleges by the year 1990. In addition to this, the Universities should also organise short duration literacy campaigns with the help of students and teachers during vacations. This will help to accelerate the tempo of the programme of adult education in the country.

The Universities in addition to organising adult education centres should also provide resource support to this programme. They should organise training programmes for various levels of functionaries and should produce teaching/learning materials. Non-availability of trained manpower and relevant material has been a great hindrance in the successful functioning of the programme and Universities can do a great service by undertaking training programmes and producing need-based teaching/learning materials. The Resource Centres in various States cannot be expected to meet the needs of the entire country. Universities should supplement the support provided

by these Centres to the adult education programme.

Utilisation of Schools

To make adult education a movement, schools should also be utilised for adult education work. The schools should become, wherever and as far as possible the community centres, particularly in the rural areas. They should improve the community life and should concern themselves with the people, their needs, welfare, recreation and vocational education. The senior school students could also be involved in teaching adults during vacations and for undertaking the programme of each one teach one.

Special Programmes for Women, SC/ST and other Weaker Sections of Society

More than 75 per cent of our women folk are illiterate. The percentage is still higher for rural areas—82 per cent. Greater efforts, therefore, need to be undertaken to spread adult education among women.

Active association of women in the task of development is necessary for their own upliftment and for the happiness of their families. The weaker sections, i.e., women, scheduled castes and other backward classes and the rural areas generally will constitute the hard-core of the challenge of illiteracy for the next five years and more.

A major development of national significance in this direction is the constitution of the All India Committee for Eradication of Illiteracy among Women. All the leading organisations of women have joined hands to eradicate illiteracy among women by the year 2000. It is hoped that this Committee will be in a position to galvanise a large number of women

organisations to work in close collaboration with adult education and rural development agencies. Adult education can become a mass movement if a major portion of the burden of eradicating illiteracy is shared by the people and the organisations close to them.

Commitment of Political and Social Leadership

For adult education to become a mass movement, it is essential that political leadership at all levels is genuinely committed to making sustained, continued and uninterrupted efforts in this direction. The inclusion of adult education under Minimum Needs Programme in the Sixth and Seventh Five Year Plans and in the 20-point programme is no doubt a manifestation of unqualified political commitment to the adult education programme as far as the central leadership is concerned. But still a national consensus has not emerged in respect of adult education.

The political and social leadership is committed equally at all levels. We still require a genuine and widespread political commitment to ensure proper implementation of the adult education programme. The Indian Adult Education Association had formed a Forum of Parliamentarians and Legislators on Adult Education to give fillip and to secure all round support for the adult education programme. To widen and deepen the commitment at all levels, it is necessary that such forums are formed at various levels with a view to encouraging legislators, and political and social leaders at all levels to actively participate in building a learning society in the country.

Role of Mass Media

Mass media can play a very significant role in creating an awareness

about the illiteracy problem, mobilising support, motivating learners, reinforcing learning, and in general creating a more conducive environment for the adult education programme. The dimensions of the problem, its implications with regard to the progress and development of the country, and the responsibilities of all concerned—the Government, voluntary organisations and the individual, can be very effectively highlighted through mass media.

Television has been used with remarkable success in many African and Latin American countries for the eradication of illiteracy. Doordarshan with its coverage of more than 70 per cent of the population of the country should telecast motivational programmes so that a favourable climate for adult education is built and the people are inspired to volunteer themselves for eradicating illiteracy.

Some serials recently started by the Doordarshan are playing an effective role in raising the consciousness of the people and making them aware of their conditions. More such programmes can raise social awareness and help in eradicating illiteracy.

Feature films still attract a large number of people. But this powerful medium, at present, is by and large being used for entertainment. It should be called upon to play a more constructive role by interpeting the social, economic and political problems facing the people. To use this medium for adult education, a dialogue on the new functions of cinema in the context of the needs of developing societies should be started with the representatives of film industry. Some National Awards could be instituted for best film on adult education.

Similarly, the role of documentary films should also be widened. Films which can communicate with the illiterate, and neo-literates, especially in the rural areas, should be prepared.

Among the media, radio is the cheapest medium of mass communication both at the transmitting and receiving ends. It has the widest coverage in the country and the greatest potential as an instrument of social and economic change. But majority of the radio stations are situated in large towns and most of their broadcasting time is taken up by programmes catering to the interest of the middle classes in towns. Stations to meet the needs and interests of rural areas should be set up in semi-rural district towns.

Production of Literature for Neo-literates

The prevention of neo-literates from relapsing into illiteracy can go a long way in making adult education programme a success. Neo-literates need to be provided with reading materials like wall charts, journals, booklets along with radio and TV programmes. Resource Centres at district level and Universities can play a significant role in this regard.

The setting up of a small library at each centre under the new scheme is a welcome step. The library so set up should be made a permanent feature, especially in the rural areas, and should not be discontinued after the closure of the centre. In addition to these, bigger libraries at district and block levels should also be set up. These libraries should provide a regular flow of new books to the smaller libraries to maintain readers' interest. The library and adult education movements should go hand in hand for their mutual success.

Adult education should no longer be the concern of limited coterie of adult education organisers and animators. It should become a people's programme. The educated classes should be enthused to take their knowledge to the factory and the field and thereby repay their debt to the toilers whose contribution in sustaining them in the present standards of comfort and security has been greater in the sense that the burden of the taxes—utilised for subsidising higher education which to a large extent is responsible for the high standard of living the educated enjoy—has been heavier for them.

The Conference may discuss the following issues :

— The approach to Mass Movement.

— How to involve students and youth in this programme?

—How to step up adult education programme for women, scheduled castes, scheduled tribes and other weaker sections of the society?

—Follow-up programme for the neo-literates under the Mass Programme.

help in universalisation of elementary education.

Shri J.C. Saxena, Hony. General Secretary, Indian Adult Education Association, proposed a vote of thanks.

A session on the necessity and role of non-verbal communication for effective adult education was also organised during the conference.

The Speaker gave a reception to the delegates on December 20. Sarvshri E. Ahmed, Minister of Industries and T.M. Jacob, Minister for Education also invited the participants to lunch and tea.

A sight seeing programme and two cultural programmes were also arranged for the delegates.

Group Discussion Reports

Group I

Topic — Creation of Appropriate Climate and Awareness for Mass Movement

Chairman — Mrs. Kamala Rana

Rapporteur — Mr. M.L. Sharma

The Group felt that creation of appropriate climate and awareness are extremely important before a mass campaign is launched in the country. It was also felt that while the planners of adult education programme are very well aware of the needs and the dimensions of tha issues involved, a well documented plan of action needs to be prepared before launching a mass programme. Some of the critical issues identified were (i) lack of awareness among the illiterate masses regarding the direct and indirect benefits they will derive from adult education (ii) lack of sufficient understanding among the literate and educated towards those who are deprived of opportunities for education/literacy.

The Group's discussion of ways and means for creating awareness and an appropriate climate for an effective adult education mass movement, concluded in the following recommendations :

— There should be a reorientation of adult education functionaries at the implementation level through training, meetings, discussions and workshops in which each participant should be required to develop a strategy for improving implementation at his/her level. This will help in making all those actually involved aware of their responsibilities.

— Developmental functionaries working in areas like small scale industries, animal husbandry, fisheries, health and media need to be made aware of the importance of their role in improving the quality of the adult education programme. The responsibility for this can be undertaken by the adult education department.

The Group laid special emphasis on the following :

— Creation of climate through discussions with local leaders, teachers, panchayat members, women leaders.

— Village level meetings to create awareness through folk media like puppet shows, fairs, exhibitions, posters, processions and drama by the local people.

— Developing wall paper for information and motivation.

— Arranging competitions among neo-literates and utilising the occassions for promoting mass campaign through the word of mouth.

— Organising debates and discussions in schools, colleges and universities.

— Strengthening the existing adult education committees through training programme for all its members. Strengthening the SRCs and various resources for increased interaction with the field level functionaries.

As for the politicians' support it was felt that though adult education had been formally included in the 20-point programme, what was actually needed was commitment and willingness on the part of all politicians to propagate adult education in their respective constituencies and motivate the people to reach non-relapsable stage of literacy.

Group II

Topic	Co-ordination of Adult Education Programmes in the Perspective of Mass Movement
Chairman	Prof. G.R. Madan
Rapporteur	Shri D.D. Sharma

The Group had a lively discussion with the participants' views at times ranging to extremes. Some were of the opinion that experience has shown coordination to be a myth which is never reflected in practice because of ego conflicts and also because functionaries get accustomed to giving and taking orders from people in their own organisation. On the other hand, some others felt that whatever the reality may be, a mass programme for which different organisations with varied set-ups are working, cannot be a success unless there is coordination among them. Coordination, it was felt, could

be both at and among different levels— village, district, state and national— with respect to different functions or aspects like administrative, financial and operational.

Coordination at all these levels needs to be carefully planned and spelled out, *and made known to all the coordinating constituents*. They must be told in most unambiguous terms about their job responsibility in the set-up. While their additional and innovative contribution can be evaluated and adequately rewarded there must be certain minimum expectations required of them. An inter-agency apparatus with prestigeous statutory status could be set up for keeping a watch over the working of each coordinating constituent, and for instituting corrective measures.

The Group was of the opinion that all senior level officers who are put in charge of the programme should be given an orientation in its details to enable them to bring about proper coordination and consider proposals for the same in the right perspective.

Adult education programme, the Group felt, had a great potential for becoming a mass movement because this is a goal to which all leaders— political, social and religious are committed. The only need, the Group felt, is to induct the influential leaders, specially of local bodies, into the operative machinery entrusting them with responsibility. The execution of the programme, the Group further observed, should not be entrusted only to the knowledgeable few but to all those who felt concerned about the evil of illiteracy and ignorance. If

representatives of grass-root level organisations including statutory bodies like *gram panchayats, janapada panchayats* and *zila panchayats* are involved in the operative machinery of all implementing agencies, whether governmental or non governmental, they can not only oversee the programme but also assist in the removal of the programme's short-comings, the participants felt.

The village or grass-root coordination, it was felt, is more crucial to the success of the programme than coordination at higher level, the need for which arises only at the time of formulating policy and issuing instructions. The village-level coordination (i.e. among a cluster of villages) is important because if the immediate needs of the learners are satisfied and they can be provided with relief and facilities locally itself, their interest in the programme will be sustained, and if different functionaries work in close coordination towards this end they can be more effective and successful.

The Group also put forward for consideration the proposal that while the responsibility for formal education can rest with the Government, non-formal/adult education can be left entirely to the voluntary sector with the Government providing funds for it.

Finally, the Group stressed that the participation of the vast student force and the educated housewives in the literacy programme can be better ensured if each coordinating constituent provides them with some incentives in the form of concessions and other facilities or services.

Group III

The Group opened its discussion with an attempt to define a voluntary organisation. The essential feature of a voluntary organisation, it was felt, is that it enjoys functional autonomy, even if it is receiving grant from the Government.

The participants observed that there already exist a number of voluntary institutional agencies, individual social workers, social welfare organisations, universities and trade unions which are running educational and other social welfare programmes. The infrastructure and services of these organisations, they felt, should be utilised to strengthen the adult education programme. Proper coordination, of course, would be required for the purpose, they stressed.

The participants further observed that considering that the involvement of the community at large as also its leaders is vital to the success of the adult education programme, voluntary agencies because of their direct link and the credibility that they enjoy with the community can play a very effective role in this regard.

As for the role that voluntary agencies can play, the participants were of the view that adult education programme cannot be confined only to literacy and should include awakening, conscientisation and national objectives like cultural integration, secularism, population education, and removal of superstitions and caste and religious prejudices. It was felt that since skill-based programmes are likely to be more popular because of their economic potential, voluntary agency workers should be given some formal training in various skills. The need to organise special programmes for women, scheduled castes/tribes and other weaker sections was also stressed.

The participants expressed concern that some participants and trade unions with political leaning were 'mal educating' the vulnerable and the illiterate in an organised and systematic manner. The objective of workers' education, they felt, should be to enable workers to learn and think independently about issues related to their work and life.

Admitting that there has been a mushroom growth of voluntary organisations, the participants felt that while stringent criteria should be employed to identify dedicated and sincere organisations, the voluntary organistions once found suitable should be given full support by the Government. They further urged the Government to make provision for the processing of the applications for the allotment of centres at the district level rather than at the centre, and also expressed the need for State Resource Centres at the district level.

Group IV

Topic	Involvement of Youth and Students in the Mass Movement of Adult Education
Chairman	Prof. R. B. Shukla
Rapporteur	Prof. P.S. Sharma

Keeping in view that majority of the educated youth are in universities and colleges, the participants focused their discussion on how to ensure maximum involvement of the college and university students in the adult education movement. The recommendations made by the Group were as follows :

—The entire teaching community of the colleges and universities must be involved in the movement.

—All the students of the pre/post degree classes from all the institutions must be involved in the different activities of the adult education movement.

—Every one of them must be given intensive training in adult education work.

—Students/youths participating in the programme must be given due monetary incentives.

—Student participants in the programme should be given appropriate incentives in the form of grace marks for admission to the professional/higher courses of studies, and/or selection to the allied services or jobs.

—Institutions/universities must give merit certificates to those students who have participated in the adult education work.

—As desired in the U.G.C. guidelines for adult education, all the activi-

ties of adult, continuing, and population education, and extension activities and planning forum, etc., must be run in an integrated fashion to secure maximum benefit to the community.

—All the students studying in different years of the degree courses must be asked to make an appropriate number of illiterates literate each year, failing which he/she must not be allowed to appear in the examination.

Suggested Model

Under-graduate

1st year	—	5 Adults
2nd year	—	4 Adults
3rd year	—	3 Adults

Post-graduate

1st year	—	2 Adults
2nd year	—	2 Adults

The adult education programme must not remain confined to the three R's alone. The adult learners must be given education in important aspects of their personal and social life as well, such as (i) civic education (ii) population education (iii) local self Government (iv) health and hygiene (v) skills in their vocations and (vi) regional languages.

—Students/teachers of professional institutes like agricultural, medical, engineering colleges should be asked to teach to the needy people the skills they

can learn from them to enable them to improve their standard of life.

—As provided in the guidelines of the U. G. C. appropriate advisory committees must be constituted at all levels to secure maximum co-ordination of all forces working at different levels, for the benefit of the public.

—Enthusiastic, out-of-college youth willing to work for the mass adult education movement must be encouraged to join voluntary organisations to serve the cause. They should be given monetary and other kinds of help to enable them to work for the social upliftment of the deprived and illiterate.

Group V

Topic	*The Role of Mass Media*
Chairman	Mr. M.K.D. Warrier
Rapporteur	Mrs. Rekha Ghosh

The Group made the following recommendations on the pivotal role of the mass media in actively promoting the cause of developing adult education programme into a mass movement :

—Recognizing the importance of the adult education programme for total national development, the Group felt that the Government of India should declare adult education as a core theme in all national development communication efforts on a par with the national family planning programme. All the mass media available with the State and Central Governments should be directed to treat adult education as a core subject in their communication work.

—The print media should play a more signifcant role in promoting adult education and for motivating larger sections of the literate population and the intelligentsia to dedicate themselves to adult education. Editors and working journalists should be given orientation on all aspects of adult education to get them fully involved in the movement and contribute their might for motivating others through newspapers, magazines and other print media items. The Group deeply regrets that the Government of India has stopped publication of the extremely useful wall newspaper *Hamara*

Desh and its language versions which were contributing greatly as a tool of continuing education for the neo-literates. The Group strongly recommends that not only should *Hamara Desh* and its language versions be revived immediately but more wall newspapers in regional languages should be brought out by the various Development departments of Central and State Governments and voluntary organizations and newspaper managements in the country to cater to the urgent need for providing more learning material on the themes of national integration, communal harmony and development, to the neo-literates and adult learners. This is vital for sustaining the gains of the adult education programme already achieved.

—Photo journalism should be more vigorously adopted to back up the production of meaningful and easily assimilable material for adult learners and neo-literates. The Group feels that the approach to production of posters and exhibition material as a tool of mass communication needs some changes if such material are to really have an impact. Posters should adopt more graphics and incorporate cartoon pictures, sketches, etc., with adequate stress on the functionality aspect of adult education portraying diverse facets of our national and regional socio-economic development.

—The Development Centres envisaged in Dr. S. C. Dutta's address to the 38th Conference and the network of adult education and non-formal centres and libraries in the country can make excellent use of such new-strategy posters.

—Newspapers and magazines should set apart some prominent space at least on a couple of days every week to bring out items on adult education printed in bold letters to attract the attention of neo-literates and to motivate them to take to reading on a regular basis. The Central and State Governments may consider ensuring this through legislation as has been done in some European countries.

—The Group realizes the gravity of the situation arising from the fact that in some States production of learning material for neo-literates is far from satisfactory. It calls upon the State Resource Centres and voluntary organizations committed to the movement to take up the matter urgently and see that the flow of such material to adult education centres is speeded up so that the neo-literates do not relapse into illiteracy.

—The Group fully endorses the views expressed in the working paper on the role of Radio and Television in adult education. It expresses concern at the increasing trend to utilize the Radio and Television for promoting commercial interests which, in turn, is creating an attitude of consumerism in our society. The Group feels that this will lead to a deterioration in our social and moral value systems and can even result in a cultural invasion into the lifestyles of our people.

—Some programmes seem to be depicting women in an inferior light and also subtly promoting superstitions and fatalism. This trend should be arrested and adult education programmes carefully prepared to avoid these unhealthy ideas and attitudes.

—Radio and television should have more field-based, development-oriented, and anti-poverty educational programmes, at least two or three a week, from all regional production centres in local

languages to create greater social awareness and thus to involve people of various strata in the adult education movement.

—The Group notes that radio and television can become really effective and relevant tools of mass communication only when they are able to originate more and more people-oriented and field-based programmes from regional centres in local languages and dialects. This calls for an immediate decentralization of production operations, faster establishment of many more regional production units and centres, and allotment of more time at such centres for regionally relevant programmes.

—Radio and television stations should have on their programme advisory committees at least one member who is actively engaged in key-level adult education work.

—Participative listening and viewing should be encouraged by setting up radio forums and teleclubs for various sections of listeners and viewers such as youth, women, farmers, industrial workers, artisans, tribals and harijans. Feedback obtained from such groups should be promptly made available to programme producers and media managers at various levels so that the performance and field impact of the media can be monitored, corrections administered and the media can be brought nearer to the hearts and minds of the people at the grass-root level. All adult education and development centres should adopt such listening and viewing forums and clubs.

—In fixing the time and duration of programmes the interests of the viewers and audiences should be carefully kept in mind to ensure their maximum participation and involvement. Taking into account the vital importance of this national theme, there should be a specific allotment of time for adult education programmes every day on the radio and TV.

—Organizations and individuals engaged in adult education work should be involved in the programmes at all stages so that these will be really field-oriented and not studio-creations bereft of the vitality of actual life. Real life-experience and success stories should be used and adult learners and neo-literates specially given opportunity to take part in the programme.

—Radio and TV programme personnel and other media officials at various levels should be motivated to take up adult education promotion by periodic orientation and refresher courses to be organized jointly by the Ministry of I & B, the State Governments, the Indian Institute of Mass Communication, and IAEA. This will help in generating the required enthusiasm and sense of involvement among these officials to make them perform their task of making the various Central and State media into the most powerful instruments for converting the Adult Education Programme into a Mass Movement. Adult education workers such as animators, instructors and supervisors should be given orientation on operation and maintenance of radio, TV and video-cassette player sets. They should also get training with regard to software.

—Since people are greatly interested in entertainment programmes, such programmes should be used as vehicle for getting across ideas and messages on the theme of adult education.

—Popular cine actors and singers may be requested to perform on the radio and TV to put across the adult

education message in a more popular and appealing style so that the objective of developing the Programme into a mass movement can be achieved faster and with telling impact.

— Now that a network of open universities is springing up in the country and a number of universities have already established correspondence and continuing education courses, radio and TV based distance-education programmes should be started, with a beginning having been made by the Indira Gandhi Open University in Delhi.

— Sponsored programmes on adult education with a large dose of entertainment should be telecast at least once a week from regional centres. These can help motivate a large section of viewers to get involved in the mass movement.

— The IAEA can consider setting up a close-circuit television system to produce video-cassettes on adult education in Hindi as well as in regional languages. Assistance for such a venture should be sought from the Government of India and through it of external agencies willing to help.

— The best programmes broadcast or telecast on the theme of adult education should be considered for national and regional awards to be instituted by the Ministries of I & B and Human Resource Development, and the State Governments.

— In the same way, regional and national feature and documentary films on the theme should be honoured at the regional and national levels. Top film stars and singers should be motivated to appear in such films to make them popular.

— The Group regrets that most of the films, slides, projectors and other equipment already available as also many of the mobile educational and development publicity units of the State and Central Governments are not being used effectively by either the State or Central Government departments or agencies. The conference appeals to the authorities to see that the best use is made of such resources to take the adult education programme to the people in remote and farflung areas. Special attention should be paid to women and weaker sections of the society such as tribals and Harijans and fishermen in organising such programmes.

— Literacy brigades comprising adult education volunteers particularly youth and women drawn from various walks of life should be set up in every block and panchayat. These brigades will work in close coordination with media people and development-extension personnel at various levels to communicate effectively with the masses and thus convert the programme into a mass movement.

— The Group notes with regret that the documentary film movement in the country is now in great jeopardy and needs active sustenance and support. It recognizes that despite the fast development of television in India, the documentary films are still not only very relevant but will also continue to dominate the media scene for at least another 50 years as an instrument of social change and economic development and people's liberation from age-old shackles. It calls upon the Government of India to give unstinted support and encouragement to the documentary film movement so that films which can effect fast and beneficial behavioural changes can be produced in good number to

meet the growing educational and developmental aspirations of our common people.

—To activize media people and to involve them in the adult education movement, the Group recommends the creation of Action Groups comprising media personnel, activists in the adult education programme and development personnel and extension workers in every district in the country. Such a national network of Action Groups can help catalyse the movement at all levels. The State Resource Centres and/or members of the IAEA or the local adult education activists should take the lead in the creation of such Action Groups. The Action Groups will closely liaise with the voluntary organizations, and Government departments and agencies engaged in educational and developmental activities and feed the media to make them really relevant.

—Recognizing the creative role of the folk and traditional media, the Group recommends that the immense potential which this media offers should be fully utilized by the State and Central Governments and voluntary organizations to promote national integration development and adult education.

Group VI

Topic	Mass Movement for Women's Literacy
Chairman	Mrs. Indira Ramakrishna-Pillai
Rapporteurs	Dr. (Mrs.) Asha Dixit and Mrs. B.K. Mann

Expressing concern at the educational backawardness and the general deprivation that women in our country suffer from, the participants observed that a balanced effort of literacy will be one which recognises the potential of women and provides for their development. With more than 75 per cent of our total female population and 82 per cent of the rural women being illiterate, the participants felt that it was impossible to visualise any social, political or technological change.

The education of women, the participants further observed, is important because of the following reasons :

—Women hold a key place in the

family and greatly affect decisions related to family matters.

—Literacy of women has been found to have a direct correlationship with the fertility and infant mortality rates. Also, women have an important say in decisions like the marriage of their children. Thus, with the education of women we can hope to tackle the problem of population explosion which has almost nullified all our developmental efforts so far.

—Women are more superstitious, dogmatic and irrational in their beliefs, and if a change in society has to be brought about it can only be through education of women.

—Educated and informed mothers can take care of the health, hygiene, and physical and moral development of their children better.

—Women who are educated themselves are likely to encourage their children to attend school regularly and thus help in checking the rate of drop-outs and failures in schools.

Hence, a mass movement for women's literacy and education needs to be launched urgently, and for this the help of the following can be sought :

—Unemployed educated women and girls;

—Mahila Mandals and housewives; and

Retired teachers.

A Mass Movement for Functional Literacy

P.K. Patnaik

Joint Secretary, Ministry of Human Resource Development

"IF a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be".
 Thomas Jefferson

—According to recent projections of the illiteracy situation in the world; India's share of the world's illiterate population in the age-group 15 and over is projected to increase from about one fourth in 1980 to approximately one third of the world's adult illiterates by 2000.

Approximately 49 per cent of the world's illiterate population in the age group 15-19 would be in India by the year 2000.

—Out of 98 countries listed in a study on current literacy situation in the world, only 28 countries have illiteracy rates higher than that of India.

These projections are based on the trend analysis of past performance and the current situation prevailing with regard to progress of elementary education and adult education programmes in different member countries of the Unesco. The development scenario likely to be obtained in the year 2000 and projections made in the relevant studies also indicate that if there is no significant decline in the rate of growth of population and improvement in the spread of literacy, India would enter the twenty-first century with the world's largest number of adult illiterates in the age-group 15 years and above (296 million) which would be even more than the total number of adult illiterates we have today (245 million) !

In fifteen years from now while the curtain falls on the twentieth century, we will be entering not only a new century but also ushering in a new millenium. How do we actualise India's dream of bridging the back-waters of under-development and entering into the twenty-first century as a major developed country in the front ranks of the nations of the world ?

Given the circumstances obtaining at present, would it be possible to usher in a learning society which places emphasis on the value of education and universal literacy by the year 2000?

Is liquidation of mass illiteracy in India a feasible objective that can be achieved by the year 2000 given the present state of affairs and our development priorities ?

Has universal literacy been a principal concern of those who are responsible for India's development ? If so why has it not been possible to eradicate illiteracy which Gandhiji considered "India's sin and shame" more than half a century ago.

These are some of the questions raised in one's mind when one talks of a mass movement for literacy. The fight against illiteracy is one of the fundamental challenges of our time. The baneful effects of illiteracy in a society in which more than 60 per cent of the population cannot read or write is one of the major constraints to national development. Of the 245 million illiterates in the country over 15 years of age, approximately 110 million are estimated to be in the productive age group 15-35. More than 60 per cent of the country's work-force are illiterate bulk of whom come under the category of unskilled workers. There can hardly be any disagreement that liquidation of mass illiteracy in the country's reproductive age-group and productive work-force is essential not only for improving the quality of the country's human resources but at the same time for accelerating the pace of the country's development and promoting effective participation of the people in the development process.

Paradoxical as it may seem, while adult education programmes can have any demonstrable impact, only if these are linked to the wide spectrum of development activities, in practice, there is no integration of functional literacy programmes with other development agencies and programmes. It is even more disappointing that implementation of the adult education programme, which constitutes part of the MNP and the Twenty-point Programme remains so diluted as to be limited in actual practice to the provision of the 3R's, with little or no application to the functional needs of the learners. Experience of implementing adult education programmes in the field reveals the following weaknesses :

—For want of sufficient motivation, it has not been possible to secure continuing participation of learners : average attendance at the adult education centres is generally not more than 20 as against the optimum number of 30 as envisaged and quite a few among them drop out at different stages, before attaining a stage of non-relapsable literacy.

—Expectations of the target groups from programmes of functional literacy by and large, remain unfulfilled.

—There is no environmental support to the programme at the field level from functionaries of other development agencies and departments; functional literacy has not either been propagated or used as an instrument of development.

—Involvement of educational institutions, community and voluntary organisations at the grass roots level, is either totally lacking or marginal.

—Functional literacy programmes have not been related to the needs of learners, who constitute the productive work-force, and are not being used as a means to achieve increased productivity.

—Lack of proper motivation on the part of literacy Instructors and Supervisors, and existing inadequacies in their training and orientation have prevented them from conveying effectively the positive correlationship between functional education and social, economic and political development.

—Lack of effective post literacy

follow-up and opportunities for learning serve as major constraints in the continuing and further education of those who attain a stage of non-relapsable literacy.

Keeping these major weaknesses and constraints in view, three basic issues need to be categorically answered :

(i) Is it possible to launch a mass programme with the quality of planning and implementation of a "selective programme" as it is today ?[1]

(ii) Can the Government, at the Centre and States take the initiative to launch a mass movement ? The biggest mass upheaval recorded in history is the mass participation in India's struggle for freedom. Is it possible to recapture the spirit and momentum of the freedom struggle, in launching a people's movement for eradication of mass poverty and mass illiteracy?

(iii) Is it possible to launch a country wide mobilisation of the poor, bulk of whom are illiterate, in the mass movement, which is perhaps the only way to launch a people's movement for universal literacy ?

These questions would demand frank, forthright and honest answers, if a mass movement is to be launched with the goal of achieving universal literacy by 2000 AD.

It may be recalled that nearly five decades before the Constitution of India made provision for free and compulsory education for children until they complete the age of fourteen years' (Art. 45), the Indian National Congress in its Resolution on evolution of a national system of education in 1906, placed emphasis among other ingredients, on abolition of illiteracy and provision of universal elementary education to children in the age group 6-14. Introducing the Elementary Education Bill of 1911 before the Legislative Council, Gopal Krishna Gokhale spoke the memorable words which are as relevant today :

"My Lord, an American Legislator, addressing his countrymen more than half a century ago, once said that if he had the Archangel's trumpet, the blast of which could startle the living of all nations, he would sound it in their ears and say, 'Educate your children, educate all your children, educate every one of your children."

The Father of the Nation, outlining the educational imperatives, said : "I attach the highest importance to primary education which according to my conception should be equal to the present matriculation less English. If all the collegians were all of a sudden to forget their knowledge, the loss sustained by the sudden lapse of the memory of say a few lakhs of collegians would be nothing as compared to the loss that the nation has sustained and is sustaining through the ocean of darkness that surrounds three hundred millions."

Why has it not been possible to achieve universal elementary education as envisaged in the Constitution—an objective which has continued to remain as elusive as it was thirty years ago ? Considering that 92.8 per cent of all children in the age-group 6-11 have had

access to a primary school within a walking distance of one kilometre, and 78.8 per cent of children in the age-group 11-14 to a middle school within a walking distance of 30 kilometres approximately by 19/8, why has it not been possible to achieve universalisation of elementary education in respect of at least 75 per cent of children enrolled in the age-group 6-14 by the year 1980 ? It is obvious that universalisation of elementary education and removal of illiteracy have remained cherished social objectives, but determined will to achieve these objectives has been lacking.

Again in the context of the country's development priorities, while the need for education may have been established in sociological terms, there has been practically little demand for the "mass education" model comprising universalisation of elementary education and removal of illiteracy. The high rate of drop-out from school itself bears evidence to the fact that education does not "pay". In fact, in a country where more than 60 per cent of the population is illiterete, it is evident that education as an instrument of social change and transformation, has not affected their life in any significant way. An important factor preventing enrolment and contributing to drop-outs is the higher opportunity cost of education to poorer households, more especially in case of harijans. Although the objective of formal education has always been equity centred—this has become one of the major instruments for increasing inequality between the rich and the poor.[2]

Non-retention of students enrolled in school and the high rate of drop-out are among the important factors which contribute to increasing number of illiterates in the country. The total adult population in the age-group 15 years and over has increased from 215.01 million in 1951 to 414* million in 1981. Number of literates in this age-group has inreased from 41.44 million (19.3%) in 1951 to 169.00 million (40.8%) in 1981. Of the total adult population of 414 million, in 1981, 245.00* million (59.2%) are illiterates. Notwithstanding appreciable growth in the number of literates in the age-group 15 plus, which has increased almost four times, during 1951-81, the illiterate adult population in the age-group 15 plus has increased from 173.57 million to 245.00 million. Number of illiterates of all age groups (including 0-4) also increased from about 300 million in 1951 to around 437* million by 1981. This would go to show the magnitude of the problem of illiteracy in the country. Another dimension of the problem may also be taken into consideration. The projections relating to the age-structure of the population 1980-2000, goes to show that the percentage of the population in the age-group 15-59 is likely to increase from 54.07 in 1980 to 60.79 in the year 2000. Unless effective steps are taken to ensure that students enrolled in Class I are retained in school at least till successful completion of 5 years of primary education and attain a minimum level of achievement, early school dropouts would continue to join and swell the ranks of illiterates in the 15 plus age group.

It should be clearly recognised that the objectives of achieving universalisation of elementary education, and removal of illiteracy are complementary to each other. While it is necessary to achieve at least five years of primary education in respect of all those enrolled in

Class I to ensure that early school leavers or school drop-outs do not add to the number of adult illiterates, it is equally necessary to influence parents' attitudes to schooling of their children through adult education. Literate parents more readily recognise the importance of education for their children. In the very inspiring words of Julius Nyerere "What is important is, first we must educate our adults. Our children will not have an impact on our economic development for five, ten or even twenty years, the attitudes of adults, on the other hand, have an impact now".

It is not perhaps entirely an accident of history that the approach to adult education in developing countries is substantially different, both in its emphasis and content, from the western concept of "liberal adult education for self development, leisure and rich personal living" to emphasis on awareness-building and functional aspects of literacy which is perhaps more in keeping with development perspectives, priorities and goals of developing countries. If one attempts a review of the evolution of adult education in the last 30 years or more, faith in the "literacy doctrine" with emphasis on achieving universal literacy swept around the world like a new universal religion. It was expected "that learning the mechanics of reading and writing was the touchstone that could liberate the poor and uneducated people everywhere from the bonds of ignorance, disease and hunger".[3]

Illiteracy was considered the "open sesame" to modernisation. It was felt that investment in human capital particularly of the poor, encompassing their total development with provision of better facilities for education and train-

ing, better health care and nutrition, employment opportunities and social services would serve as the most effective means in enriching the potential of human resources in the country and making them more effective instruments of production and better citizens. In the words of Gunnar Myrdal "the various efforts to organise local planning and self-government and to make the co-operative movement effective are dependent for their success on a considerable diffusion of functional literacy. Modern technology in Government administration as well as in agriculture and industry, is continually increasing the need for a high degree of literacy among the people. Generally speaking literacy opens up avenues for communication that otherwise remain closed: it is a pre-requisite for the acquisition of other skills and development of more rational attitude".[4]

While the diffusion of functional literacy as part of an integrated programme for human resources development alone cannot overcome absolute poverty, it is an essential component to other steps to achieve that objective as well as to raise the productivity and income levels of the poorer sections of the population. The pace of economic development in the country can be accelerated by maximising the influence of factors which contribute positively to economic growth, i.e. through improvement and upgradation in the quality of human resources development.

Given the country's development priorities, if one were to select only three basic goals to be achieved in the next 5, 10 or 15 years, namely : eradication of poverty, increasing producti-

vity and improvement in the quality of life, what role can "development oriented adult education" be expected to play in accelerating the pace of the country's development ? The country's development strategy aims at direct attack on the problem of poverty. How do the poorest among the poor, bulk of whom are illiterate look upon adult education programme ? Is literacy of crucial importance to the poor and oppressed ? Do adult education programmes offer anything tangible in terms of successfully encountering the problems of day-to-day life of the common people and their world of work ? Are functional literacy programmes geared to improvement in skills and higher productivity ? Can adult education programmes contribute effectively to bring about changes in attitudes and perceptions of the learning clientele, and help them to participate actively in the process of the country's development ? If so, how can the "objects" of development—the largest groups comprising the poorer weaker sections, be helped to participate actively as "subjects" of development ?

Let us now proceed to examine the role of development oriented adult education in the following selected priority sectors :

1. Functional literacy and poverty alleviation

The profile of illiteracy in the country approximately coincides with the profile of poverty. Poverty and illiteracy, which form a positive nexus, mutually reinforce each other. Poverty has many dimensions; it represents a combination of adverse factors including morbidity, malnutrition, high fertility and high infant mortality rates, poor health and nutritional standards,

illiteracy, absence of adequate gainful employment, which in effect contribute to acute economic prostration. Bulk of the illiterate population of the country also constitute the poorest among the poor with little or no access to inputs under various development programmes. Bulk of our productive work force engaged in agriculture, small industries and in the services sector are either illiterate or possess low levels of educational attainment. The poorest among the poor include marginal farmers, landless agricultural labourers, urban construction workers, migrant workers, nomadic shepherds and members of scheduled castes and tribes. A study undertaken in 17 States of India to determine the ranking of States of India on the basis of the proportion of illiterate population and the population below the poverty line goes to show that the States of Orissa, Madhya Pradesh, Bihar, Assam and U.P. which show high rate of poverty also have high illiteracy rates.[5] The results of the study demonstrate that poverty and illiteracy move in the same direction and reinforce each other in a self perpetuating system thus generating dampening effects on each other.

Can any attack on mass poverty in India be successfully launched without improving the viability of the various poverty alleviation programmes, and promoting effective participation of the beneficiaries themselves in these programmes ?

Lack of access to development inputs is one of the major constraints which prevent effective participation of the rural poor in various developmental and poverty alleviation programmes intended for them. A study of educational levels of beneficiaries covered under various sectoral schemes of the

Integrated Rural Development Programme in the States of Karnataka, Gujarat and Kerala undertaken some time ago by the National Institute of Rural Development shows that 63% of the beneficiaries in Karnataka, 47% in Gujarat and 41% in Kerala were illiterate. Illiteracy being a predominant factor among the beneficiaries and their spouses, many of the beneficiaries did not have the required understanding of different schemes under the IRDP and were not aware of their entitlements as regards benefits from each scheme as well as the amount of subsidy.[6]

Any attack on mass poverty to be successfully launched must be linked with the attack on mass ignorance and illiteracy. Upgradation of educational levels of beneficiaries with a view to promoting wider awareness of the benefits under different developmental schemes should therefore be considered as one of the best means available to improve the viability of the various beneficiary-oriented schemes and poverty alleviation programmes. Functional literacy programmes should go hand in hand with programmes aimed at alleviation of poverty, and literacy lessons should be blended with instruction on social action under relevant poverty eradication programmes.

One of the reasons, adult education programmes have failed to make substantial impact on the rural beneficiaries, is derived from the fact that programmes of functional literacy have been working in isolation, very much in the same way, as other development programmes in rural areas. In this context, beneficial linkages between adult education and other development programmes especially those meant for identified target groups or for alleviation of rural poverty would need to be developed.

Since approximately 70% of our population is engaged in agriculture and approximately 50% of the national income is derived from the agriculture sector, it would be necessary to integrate adult education programmes with related programmes in the agriculture sector which are designed to provide extension services. It may, well be argued that the success of the "green revolution" did not envisage functional literacy as a pre-condition to adoption of improved agricultural practices. It may even be possible to bypass literacy initially in communicating improved techniques and methods to farmers. It has to be appreciated, however, that in order to promote rapid adoption of new technologies, and transfer of skills, a very high degree of literacy would be an essential pre-requisite. Keeping in view the occupational interests and needs of the learning clientele, it would, therefore, be essential that literacy lessons be inter-woven with relevant development programmes. It is high time that serious efforts are made towards integrating adult education programmes with relevant programmes in the agricultural sector which provide extension services like Krishi Vigyan Kendras, National Demonstration Centres, Operational Research Projects, Lab-to-Land Programmes, Farmers' Training and Functional Literacy Projects and Farm Radio Broadcasts. In fact, the viability of these programmes can only be improved if we successfully communicate relevant information relating to objectives under different programmes as well as provide an access to development inputs through new information technologies. The adult

education centre can function as an effective forum, through which, for want of a better expression, "programme literacy" could be imparted to the clientele under different development programmes. Dovetailing functional literacy with programmes in the rural development sector like the Integrated Rural Development Project (IRDP), Rural Landless Employment Guarantee Programme (RLEGP), Training of Rural Youth in Self-Employment (TRYSEM), Development of Women and Children in Rural Areas (DWCRA), and Integrated Child Development Services (ICDS) would call for special emphasis with introduction of literacy components under the appropriate programmes.

A mass movement for universal literacy cannot be launched effectively, even if the initiative comes from the Government. It may be relevant, in this context, to recall what the Committee of Members of Parliament had to say in its Report submitted in 1967, while considering the recommendations of the Education Commission (1964-66) : "Plans to accelerate the spread of literacy should be prepared and intensively implemented on several fronts. With a view to reducing new additions to the ranks of illiterates, part-time literacy classes should be organised for grown-up children (age-group 11-17), who did not attend school or have lapsed into illiteracy. All employees in large commercial, industrial and other concerns should be made functionally literate within a prescribed period of their employment and a lead in this direction should be given by the industrial plants in public sector".

The success of the Cuban struggle against illiteracy is demonstrated by the involvement of all development agencies, which provide for adult literacy as an integral component of development programmes. In every work-site, industrial establishment, cooperative farm and mine, an adult education centre is organised by the concerned establishment as part of its activity. The Ministry of Education only provides technical support and conducts examinations.

In providing opportunities for functional literacy for its workers, every establishment, employer may be required to earmark a percentage of its profit as a token of its contribution to the promotion of adult education. Relevant development departments have an equally important role to play both in respect of providing necessary linkages with adult education programmes as well as preparation of necessary reading materials for the neo-literates, and their continuing education.

2. Improving skills through functional literacy programmes for increased productivity

Achieving the goal of maximising productivity has significant implications in terms of development of the country's human resources. Low productivity is one of the major weaknesses in the Indian economy, which results not merely from inefficiency in the use of capital, but equally from the low level of skills and low per capita output of labour. While India lays claim to having the third largest scientific and technical manpower in the world, considering the state of our public utilities like telephone/electrical maintenance, public health engineering—to mention a few areas, bulk of those who perform technical jobs have hardly had any training before their recruitment. Of the 244 million population which

constitute the productive work force of the country, more than 60 per cent are illiterate, bulk of whom constitute unskilled workers. It has been estimated that even in the public sector, 58 per cent of the workers in occupations requiring technical knowledge/skill did not have any formal education and/or training; 24 per cent of the workers engaged in health-based occupations, did not have any formal education and/or training; on the whole 94 per cent of the workers in occupations requiring general education do not possess formal education.

What intervention strategies are available to us to increase productivity and what role can be assigned to functional literacy in this context ? Examples of investment in human capital are expenditures on health and all types of education including on-the-job training. Expenditures of this sort increase the quality of the labour force and its ability to perform productive tasks. Some economists have argued that the "production of knowledge" is the clue to technological progress. The application of technology to accelerate the pace of development which was developed by Simon Kuznets, in what he calls "social technology" aims at achieving an increase in efficency in productive resources by way of upgradation of skill profile of the country's work force through education and training, development of an appropriate infrastructure conducive to economic growth and introduction of innovative management practices. Any effort to link the productive force in industry and agriculture with improved techniques and skills would call for raising the level of skills. Upgradation of skills, adaptation to new techniques and methods would require improve-

ment in the levels of education since it is obvious that an illiterate worker engaged in a semi-skilled job cannot improve his efficiency or adapt himself to modern techniques without acquiring basic literacy and numeracy.

The non-literate milieu invariably includes the families of craftsmen and artisans engaged in traditional handicrafts—to name a few; the carpet-weavers of Kashmir Valley and Mirzapur-Bhadoi region of Uttar Pradesh, brass metal workers of Moradabad, wood carvers of Saharanpur, locksmith of Aligarh, Kashikari (blue-pottery) workers of Jaipur, bidri and nirmal workers of Hyderabad, filigree and stone workers of Cuttack and Puri, ivory-carvers of Karnataka and Kerala, Madhubani painters of Bihar, metal casters and Dhokra workers among tribals, families engaged in sericulture and tussar-weaving and handloom weavers practically in every part of the country. While some of the children drawn from these families are among the first generation school-goers, sheer economic compulsions including the need for supplementation of family income do not permit many of these families to take full advantage of learning facilities available in the schools. With a view to provide opportunities to these sections of the population who are being marginally served through the school system, it would be necessary to design relevant purpose-built programmes of non-formal education and functional literacy for these craftsmen and artisan groups with emphasis on improvement of efficiency through adaptation of improved technologies.

In a mass programme for functional literacy, it would be necessary to prepare appropriate modules of functional education based on transfer of

improved techniques and methods, as would increase their productivity. The transition from traditional handloom to powerlooms, supply of improved yarn, and organisation of weavers' cooperatives, for instance, would not only require intervention through appropriate technology, but at the same time underscore the importance of basic literacy and improvements in their educational levels, as an essential pre-requisite to adaptation to technology. Innovative functional literacy programmes would require to be devised based on the learning needs of the non-literate clientele, which should be approximately linked to the dynamics of the learning group, their socio-cultural ethos, patterns of social mobility with a view to ensure upgradation of traditional skills in tune with more modern instruments of production. This should call for blending of functional literacy with their occupational activities in a manner which can accelerate the process of social change and narrow down socio-economic disparities.

Any investment in this sector will have to place maximum emphasis on upgrading the skills through functional literacy and training programmes for workers so that they could play an effective role in increasing productivity. Such an approach through upgradation of the skill profile of the productive work force would not only contribute to increase in the level of income and improve their employability but would help at the same time in bringing a large section of the population—so far left out, into the main stream of our national development. This would call for provision of opportunities for training, upgradation of skills and expansion of facilities for vocational training both at an institutional level as well as provision of such opportunities through functional literacy and continuing education programmes.

3. Improvement in the quality of life through investment in female literacy

The priorities to achieve a stable level of population growth in the early years of the twenty-first century envisage bringing down the birth rate from 32.6 (per thousand) in 1984-85, to 23.1 in 1999-2000, the death rate from 11.9 to 8.2 (per thousand), the infant mortality rate from 106 (per thousand) to 60, during the same period. What kind of investment is required and what type of infrastructure needs to be developed to achieve these objectives? The example of Sri Lanka, which has the lowest crude birth and death rates (27 and 6 per thousand), highest life expectancy at birth (69), lowest IMR (43 per thousand), highest per capita calorie intake (22.38) and the highest percentage of married women using contraceptives (41) shows a positive correlationship between its literacy rate which is the highest in South Asian region, (85 per cent), and the other indices of the quality of life. (World Bank : *Situation & Prospect of the Indian Economy : A Medium Term Perspective* Vol. II 1984). Investment in female literacy can therefore, be considered one of the best forms of investment the country can make in achieving a faster rate of economic growth and welfare. Poverty, high fertility, high infant mortality being mutually re-inforcing, functional literacy for women may be one of the most effective instruments for promoting acceptance of the small family norm; better levels of awareness can help in delaying the age of marriage for women

and promote better child rearing patterns and upgradation of nutritional standards. The evidence of Kerala which has the highest female literacy rate of 64.68 per cent in the country as against the all India average of 24.88 per cent and the lowest birth rates i.e. 25.6 establishes the positive co-relation between high female literacy and low birth rate and lends support to the view that improvement in the levels of literacy could contribute significantly to faster decline in birth rates. Educated women are more likely to know about the use of contraceptives, and an educated mother is more likely to send her daughter to school and ensure her retention in school.

India with a high infant mortality rate and a low female literacy rate (FL) of 24.88 per cent compares poorly even with many developing countries in Africa like Zaire, Nigeria and Congo which have female literacy rates between 31 to 50 per cent, Swaziland and Zambia with high female literacy rate ranging between 51 to 80 per cent and Lesotho with very high female literacy rate of over 80 per cent, although all these countries have high infant mortality rates ranging between 100-149, comparable to India.

The profile on women indicates that a majority of women live in rural areas; a majority of them are in one way or the other engaged in agricultural and allied activities; 94 per cent of women in the work-force are in the unorganised sector. The problem of illiteracy among women is largely a problem of illiteracy among rural women and especially among the poorest sections of the community viz. among the Scheduled Castes and the Scheduled Tribes. (Anita Dighe : *Programmes with Focus on Women's Involvement : The Case of India*).

The role of women in traditional societies, especially in rural areas, has been reduced to the performance of the daily domestic chores including drawing of water, collecting fuel and fire-wood and supplementing the family income. While development programmes for women should be so designed as to address themselves to the specific problems of women, any programme which focusses exclusively on women can only result in limited success. Development of programmes for women should lay emphasis on promoting the objective of fuller participation of women and the complementarity of the roles and responsibilities of women and men as partners in development. An integrated strategy for the purpose, should focus on literacy, not as an end in itself, but as an instrument leading to increased access and fuller participation in programmes of direct relevance to rural women in their daily life, such as, supply of safe drinking water, methods of water purification, prevention of water-borne diseases in children like diarrhoea dehydration, worms-infestation; conservation of energy including use of low-cost alternative energy sources like bio-gas; regeneration of village-forests through social and farm forestry; programmes of welfare for women and children, nutrition programmes for pregnant women, nursing mothers and children, family planning, skill training as would enhance opportunities for additional income generation and most important of all, legal rights of women.

A holistic or comprehensive approach integrating functional literacy with ongoing development programmes would call for effective community involvement. The entry point for literacy can be an important community

need, directly related to the daily life of the participants. The Mandar project in Bihar under the aegis of the Voluntary Health Association of India and the Memari experiment in Burdwan District in West Bengal involving the Sidhu-Kanu Gram Unnayan Samiti and the Institute of Child Health, Calcutta, which have taken up health as an entry-point for literacy, are a few successful instances of innovative approaches integrating literacy with holistic development. These experiments also provide alternate models for participation of the rural poor in holistic development programmes. The latter mentioned project which is in operation in 30 villages in Memari P.S. in Burdwan District of West Bengal revolves around a core of development activities. Through a participative inter-face mechanism, the Institute of Child Health, Calcutta has assisted the Sidhu-Kanu Gram Unnayan Samiti to take up chlorination of drinking water through 'Jala-Suddhi', a water purifying substance locally manufactured by the villagers themselves. The project also concentrates on the health care of the mother and the child and immunisation of the children against the killer diseases of childhood. The integrated approach lays special emphasis on social education and development-communication through non-formal functional education and adult literacy, training of local youth in vocational skills, and establishment of *Dharmagollas* (Community Grain Banks) to provide grains to the needy during lean months.

Strategy for a Mass Movement

In any mass literacy programme services of various sections of the community and their talent should be utilised. Adult Education Programmes so far devised have really not succeeded in attracting the serious attention of educated sections of the community including students, teachers, retired personnel, housewives and voluntary organisations who can make significant contributions to the literacy campaign. The educated sections of the country should be considered as an important community resource and mobilised for eradication of illiteracy. Full mobilisation of and reliance on the masses is one of the guiding principles of the campaign in China against illiteracy, where all literates are mobilised to teach illiterates. The principle of "letting the masses teach the masses and letting those who know, teach" is one of the important factors which have contributed to the success of the Chinese and the Cuban literacy campaigns.

Sustained efforts for a mass literacy campaign would call for nation-wide mobilisation to involve all sectors of development and all agencies in the literacy efforts. A mass campaign for removal of illiteracy should involve all employers in the organised and semi-organised sectors. The Education Commission had, in fact, recommended that all employers and large firms and commercial, industrial, contracting and other concerns, should be made responsible, if necessary by law, for making their employees functionally literate within a period of 3 years of their employment. A policy decision on this matter making provision of facilities for literacy at every work-site, establishment or factory, as an obligation of every employer, if necessary by appropriate legislation and enforcing the same like other similar legislations like the Minimum Wages Act and Factories Act would make a significant difference to the implementation of literacy programmes on a mass scale.

The potential of youth in the higher education stream numbering more than 3 million has not been utilised adequately. Considering that there are nearly 5000 colleges in the country and approximately the same number of development blocks, each college may be required to adopt one block in respect of which the responsibility for eradicating illiteracy should be undertaken as a priority task to be achieved within 10 years. The initiative taken by Gandhigram Rural University points towards successful involvement of students in over 200 villages in literacy and other rural development programmes as a result of which the literacy rate in these villages has increased to 70 per cent. The role of the Gujarat Vidyapeeth in involvement of students in adult education programmes, in the adopted villages, training of adult education functionaries, production of books and primers for neo-literates, teachers' handbooks also deserves mention.

It has been argued that universities/colleges should suspend their classes for a period of one year to enable all the students to participate in a mass literacy programme. A more practical proposition would be to provide opportunities to students pursuing higher education to participate in an integrated programme of imparting functional literacy for a prescribed period as part of the curriculum, covering activities of one semester to be supplemented through an effective post-literacy programme in the long vacation. Unlike the National Service Scheme which has remained confined to nearly six lakh students (out of more than 30 lakh in the higher education stream) as an extra-curricular optional activity, participation in programmes of functional literacy, should become an obligatory community service for all students studying for their first degree. For involving students in programmes for removal of illiteracy, participation in adult education programmes should be part of the curricula. Students who participate should be given academic credit. It may also be considered if participation in adult education programme as part of the curricular activity should be made a pre-condition for award of the first university degree.

Participation in functional literacy programmes should be made a compulsory activity under the National Service Scheme. In addition to ensuring greater involvement of non-student youth through Nehru Yuvak Kendras and National Service Volunteer Scheme under programmes like "each one teach one", opportunities should be made available to any educated person, who may volunteer to participate under this programme and Literacy Kits may be supplied to all volunteers participating under "each one teach one" programme free of cost.

The role of the university as a catalyst in the national programme for removal of illiteracy should deserve special recognition. As an institution of higher learning, the university should be considered a resource centre, and should assume responsibility for adult and continuing education as part of its social outreach programme. Programmes being implemented in the universities for removal of illiteracy should be so structured as to bring teaching, research and extension under one umbrella. It is important to establish an organic link between adult education extension services and the university curricula. Adult education should

not be considered merely as a welfare-oriented activity for the benefit of deprived social groups but should be a part of process of inter-action with society leading to acquisition of valuable learning experiences by students and as a means for making higher education relevant to the needs of society and oriented towards solution of problems in the society. This should call for each university to evolve a suitable time-frame for eradication of illiteracy. The university should simultaneously provide leadership to its constituent colleges in order to enable them to eradicate illiteracy in the adopted Blocks within a similar time-frame.

Mechanics of Functional Literacy— Management of Adult Education Programmes

Literacy programmes more often than not have been planned and designed from the point of view of the educated sections of the community and what they consider important in terms of socio-economic benefits of literacy. Little effort has been made in seeking the views and perceptions of the non-literates in organising these activities. Interest in functional literacy programmes can only result from a situation where the non-literate milieu—the economically backward, and the socially disadvantaged sections, perceive functional literacy programmes as a tool vital to their own development. In the context of a mass movement, the following issues may be relevant in working out details of planning and management strategies of adult education programmes :

(i) for whom is literacy crucially important, when and under what circumstances ?

(ii) what kind of literacy, in what form ? What are the most effective ways to motivate people in acquiring literacy as may be relevant to their needs ?

(iii) how can the neo-literates be assisted to retain and upgrade the skills achieved ? What kind of continuing education can be provided within the context of life-long education ?

(iv) in a society where the oral tradition is strong, how can the transition from an oral tradition to a culture of alphabetization be bridged effectively ?

In a society where illiteracy is predominant, generation of a strong and effective demand for education with the help of all forms of mass media is an essential priority. The benefits of acquiring functional literacy and the handicaps arising out of illiteracy should be demonstrated to the non-literate milieu through the mass media with a view to generating a demand. It would also be helpful if messages from eminent leaders on the benefits of literacy could be widely disseminated. These messages could explain the social obligations on the part of every educated person to share his/her knowledge with illiterates. In a sense, a strong demand for education should lead to creation of an appropriate learning environment with effective community participation.

Adult education should be regarded as a basic human right, indispensable for the realisation of the individual's potential, as well as an essential prerequisite for national development. Literacy programmes can only be functional if they form an integral part of the total development process aimed

at improvement of the living conditions of the people and related to the physical quality of life like health care, nutrition, water supply, housing, education and participation in community activities. "To learn how to improve our lives"—forms the basic orientation of the Tanzanian literacy programme. The strength of the literacy programme in Tanzania is derived from the fact that literacy programmes are totally integrated with development plans. The Brazilian literacy movement (MOBRAL) also places similar emphasis on teaching literacy to adults as part of the global development process. The night schools, spare time colleges, Agro-Technical Training Sohools of China, are again instances of linking adult education with development priorities.

As a basic human right and viewed in the context of continuing life-long education has to be a comprehensive concept which places emphasis on attainment of a minimum level of achievement, retention and use of literacy and numeracy by the learners and inculcation of awareness in them about the socio-cultural development process, and acquisition/upgradation of functional skills. The range of activities undertaken in adult learning centres, in this context, has to be broad-based which should go beyond the provision of mere literacy and numeracy; the programme should respond to the life-situations of learners and provide opportunities for post literacy follow-up and continuing education.

The design, content, curricula and method of adult education programmes should similarly take into account the needs of the learning clientele. Motivation and interest for literacy can only be sustained when the learners realise the welfare equivalence of the literacy programme and its outcome. In designing adult education programmes the social and occupational background of different learning groups should be taken into account so that a "learner-centred" approach could be developed with emphasis on participation of learners at all stages of learning. Participation of learners' should be promoted through discussion where questioning is built into the methodology of teaching and learning. The learners should be involved themselves in the analysis of facts and drawing their own conclusions which is the best means of promoting wider awareness. Emphasis on learners' participation, critical analysis and team teaching have contributed in a significant manner to the success of the Nicaraguan Literacy Crusade. Such an approach would call for detailed attention to be given to micro-level planning of adult education lessons with a view to promote involvement of the learning clientele at all stages of planning and promoting self-management of the programmes by the learning clientele.

Training of adult education functionaries should receive far more detailed attention. Training instead of becoming a one time activity has to be a continuing element at all stages of the programme. The training content has to become field-based, methodology of training has to be participatory. In fact, training has to become a concurrent activity forming part of the teaching-learning process where innovative methods are practised and demonstrated. It is equally important that instead of training merely those who are involved in adult education programmes exclusively like Instructors

and Supervisors, common training programmes should be designed and organised for functionaries of various development departments to make the trainees understand the inter-related nature of problems encountered, particularly in rural areas and help them to acquire a common perception of the needs for an inter-disciplinary approach. The exploitation of distance education techniques and the modern electronic media for training is essential.

The approach linking literacy with basic services would call for designing a learning continuum comprising both literacy and post literacy. Materials, handouts produced under different development programmes could be of immense value to the neo-literates in using newly acquired literacy and numeracy skills. Even application forms for cooperatives, agricultural land development loans, and money-order forms would be of considerable help. Wall newspapers prepared by neo-literates themselves on matters of relevance may also prove effective in ensuring post literacy follow-up through involvement of neo-literates themselves. Post literacy materials should also be made widely available in a wide ranging variety at a low cost. It may be mentioned that under the Cuban Mass Literacy Programme, "a book or educational record could be bought more cheaply than a bottle of soda pop". In the context of linking functional literacy with productivity, programmes like the "lab to land" under the Krishi Vigyan Kendras, TRYSEM, DWCRA, Shramik Vidyapeeths can play an important role in post literacy follow-up and make meaningful contributions to acquisition of new skills or upgradation of skills.

Functional literacy can be considered an important step towards continuing life-long education. In this context, equivalence of literacy levels with grades of achievement in schools could be considered as incentives for self-improvement and continuing education. Equivalence of literacy levels achieved by adult learners with schools achievement levels, which is one of the distinctive attributes of the non-formal education programmes of Thailand, and the Brazilian Literacy Movement as well as in Tanzania could be a positive step towards providing the much needed respectability to functional literacy programmes, and promotion of life-long continuing education.

Adult education is essentially an exercise in communication primarily intended to break the resistance to change and help people, as instruments of change, to adapt themselves to the complexities of a fast changing world. The use of mass media in promoting effective communication has often been advocated and has received special emphasis. The use of mass media, however, has been limited mostly to motivation. Little headway has been made in the use of mass media for instructional purposes. Considering the potential of mass media for mass instructional programmes it would be necessary to develop an effective media-policy. This would call for a shift away from a media-specific approach to a systems approach which uses the print media, radio and the modern electronic media as well as the traditional folk media, as part of an integrated media net-work directed towards the learning groups. While mass-media, by its very definition can be economical, only when used on a mass scale, in a society, rich in traditional and folk media, various folk art forms of communication like the *katha, kirtan, bhavais,*

Jatras, etc. could be used at considerably low costs for motivation of learners, climate building and environmental support to the adult education programmes as well as for instructional purposes.

Again, considering that the oral tradition is still strong in our society, "word of mouth" should be considered an effective means for communicating messages of development, generating discussions, analysis of facts and trends by the learning groups which has the potential of injecting greater relevance to adult education programmes and promotion of increased awareness. Popularisation of science through traditional folk art forms with participation of people is one of the most successful examples of effective communication adopted by the Kerala Shastra Sahitya Parishad at low costs.

The promise of the future

The burden of the past hangs heavily on us. Centuries of colonial domination, deprivation of vast sections of the population from the benefits of development, have slowed down our march towards the cherished goals. The process of modernisation and development involves introduction of new ideas into the social system, with a view to accelerate the process of social change and improve levels of living, through more modern production techniques and improve social organisation. The problems of social change in the Third World countries, however, are derived not entirely from the burden of the colonial past, but more specifically from our inability to face the hard realities confronting us, and take hard decisions.

How would Dr. Zakir Husain have looked at the problem if he were with us today. Addressing a Conference of youth and students more than 50 years ago he observed : "We are living in a rapidly changing world and shall be cast away as wreckage if we do not change along with it...We must meet the new situation not with the mental equipment that was old and rusty fifty years ago, but with new weapons progress has forged". Again he cautions that while America, Russia, or England may serve as good models for furnishing certain answers "these will be details that must fit into a scheme of things Indian in origin and Indian in character". These observations are as relevant today as they were fifty years ago. Gandhiji's concept of work or life-centred education, as interpreted and theorised by Zakir Sahib was aimed at shifting the emphasis from top heavy bookish education on to work experience which is an enjoyable method of learning and seeking information. In Zakir Sahib's words "the real 'school of work' trains children to think before they take up an activity and to test and assess results when it has been completed, so that they acquire the habit of doing their very best whether engaged in manual or mental work".

Viewed in this perspective the approach underlying adult education is transformed from emphasis on mere removal of illiteracy to a life-long process of continuing education and self-improvement. Such a concept also represents a dynamic approach to educational reform related to the entire development process as distinct from the static concept of reforms within the existing structure of the education system. Such a concept appropriately places emphasis on the demolition of artificial barriers between the world of

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learning and the world of work, between school and out of school educational activity and helps us to correct the imbalance implied in learning made synonymous with schooling. The life and career of Dr. Zakir Husain coincides with great social and political upheavals on the Indian scene. In paying our tribute to the genius of creative thinkers like Dr. Zakir Husain we should acknowledge that the first "popular" model of education—*Nayi Talim* stressing the fundamental role of education for national development was evolved in this country as far back as the thirties, in the context of development priorities of a resurgent India. In relating education to the life, needs and aspirations of the people an essential pre-requisite is the active involvement and participation of those who matter most, namely, the people, in the entire education process—not merely, as clients and beneficiaries of the process but as participants and partners.

The slogan "let the masses educate themselves" which provided the inspiration for the Chinese literacy campaign may equally be of relevance in our context today. A mass movement by its very implication can result only from a mass upheaval or upsurge of enthusiasm of the masses, derived from the realisation of the importance and value of education as an essential element vital to their personal development and development of their families. A mass movement can only be launched if there is determined political will with commitment of all political parties irrespective of their political credo, a determination to mobilise all educated sections of the community in a campaign for universal literacy and, active support of mass organisations. A mass movement can only be a reality if it becomes part of a national endeavour involving all sections and agencies including trade unions, youth and women, workers and peasants, organisations, non-governmental and voluntary associations and grass-root level agencies in rural areas.

Education, for changing societies today and tomorrow has two basic dimensions—to prepare for the change and to provide an antidote to the many distortions between man and society. Can education help to prepare the common man for the changes in a fast changing society? One can perhaps seek an answer from Bertolt Brecht's poem: "Praise of Learning" and I would like to conclude by quoting these inspiring words:

"You must prepare to take command now!

Locate yourself a book, homeless folk!

Go, search some knowledge, you who freezed!

You who starve, reach for a book: It will be a weapon!

You must prepare to take command now.

Don't be afraid to question, comrades!

Never believe on faith,

See for yourself!

What you yourself don't learn You don't know.

Question the reckoning

You yourself must pay it

Set down your finger on each small item, asking:

Where do you get this?

You must prepare to take command now!"

Citation

Dr. Shib Chandra Dutta, a pioneer in the field of Adult Education, has been a dedicated worker of Adult Education for a period of nearly 50 years. Born on 26 August 1919 in Ambala, Punjab, Dr. Dutta received his Master of Arts Degree from Delhi University in 1946 having graduated in 1939. He was awarded the Honorary Degree of Doctor of Literature by Keimyoung University, Republic of Korea in 1979, in recognition of his meritorious service to Adult Education.

Dr. Dutta's public life began when he was just a student. He was actively associated with the Student Literacy League of Delhi University to spread literacy among the illiterate masses in Delhi, since 1937.

Dr. Dutta has been connected with the Indian Adult Education Association since 1948. He was its Associate Secretary from 1948-56, Hony. General Secretary from 1957-78, Vice President from 1980-83 and Treasurer since 1984.

Dr. Dutta was founder Chairman of Asian-South Pacific Bureau of Adult Education (ASPBAE) from 1964-76 and a member of the WCOTP Committee on Adult Education for a number or years. In 1985, he was awarded the Arnold Hely Memorial Medal by ASPBAE for his contribution in the development of ASPBAE and adult education in Asian and Pacific Region.

In his capacity as Secretary of the Indian Adult Education Association, Dr. Dutta directed Adult Education Training Courses, organised Seminars and Conferences, guided studies and surveys on Adult Education and edited the *Indian Journal of Adult Education* and other publications.

Dr. Dutta was actively associated with the Bhopal Conference on University Adult Education which ultimately led to the formation of Indian University Association for Continuing Education (IUACE). He was its founder Secretary from 1966-79.

His advice and wisdom have been sought by many Governmental and Non-Governmental agencies on many occasions. He has been a member of several bodies such as Central Board for Workers Education, National Board of Adult Education, India Literacy Board, Panels on Social Education, and on Literacy among Industrial Workers, set up by the Planning Commission for various Five Year Plans.

He was UNESCO Consultant to Asian Regional Conferences in Saigon in 1962 and in Sydney in 1964. He has participated in many national and international conferences on Adult Education including Asian Ministers Conference convened by UNESCO at Colombo in 1979 and Bangkok in 1985.

It is noteworthy to mention that all these years he has done a voluntary service to the cause of Adult Education and has given form and content to adult education movement in India and the Asian Pacific Region.

He is a prolific writer and has written a number of books on various aspects of Adult Education and has contributed numerous articles for national and international journals.

This is a distinguished record of

Trivandrum
December 20, 1985

service in the field of adult education in recognition of which the Indian Adult Education feels privileged in presenting him the NEHRU LITERACY AWARD for the year 1985.

M. G. MANE
President
INDIAN ADULT EDUCATION
ASSOCIATION

Acknowledgement
of the Award

S.C. Dutta

At the outset, please accept my grateful thanks for the honour conferred upon me for the services rendered to the adult education movement for nearly fifty years in a voluntary capacity. I feel doubly honoured because the Award is named after NEHRU, who was one of the greatest humanists, striving for human values and enlightenment, the twin objectives of my own entry into the field of adult education. There-

fore, while accepting this Award, let me share my disappointment at our failure to achieve those objectives. Reasons for this failure are many. But the most glaring of these, as mentioned in the official document, *Challenge of Education*, is failure in implementation of the policies and programmes of the Government. The policy decision to broadbase education to reach the poor and the disadvantaged was not followed in

practice because of the inhibition of the bureaucracy and the social and cultural milieu in which the implementors were born and brought up. The document states, "the intellectual sophistication nurtured through centuries of philosophical debate is widely misused by the bureaucracy and the intellectual establishment to frustrate change-oriented decisions, without appearing to do so, by circumscribing new initiative with so many preconditions and qualifying clauses that the whole momentum of a new programme is lost in the hurdle race of implementation". I sometimes have a feeling that the elite, the intellectuals, the academics, the bureaucrats and the politicians are not interested in educating "our masters", lest their pre-eminent position in society is disturbed and "the masters", really start calling the tune.

I would take this opportunity, therefore, to bring home to the large number of friends present here—intellectuals, academicians, bureaucrats and adult educators, the fact that the society has spent large sums of money in providing education to all of us and has enabled us to reach the position whice we now occupy. Is it not our duty and responsibility to repay a part of that debt to the society by showing concern for the poor and the disadvantaged ? Is it not our responsibility to help the poor to reach the gate which will enable him or her to enter the world of letters, learning and progress ? Is it not our responsibility to give voice to the voiceless and enable them to stand on their own legs and be self-reliant, able to participate in taking decisions in all matters which concern them ? I know your answer. Therefore, I would appeal to you to bear this in mind that education of the common men and women should

be our concern, if we want to die in a world which is better than the one in which we were born. This perspective has always guided me and I would request you to consider it for whatever it is worth as a polar star for your future action.

The world is passing through an unprecedented crisis and this crisis is likely to continue, unless we adult educators are able to face and overcome this challenge to mankind created by the economic, political and demographic changes, which have led to a complex, divided and dangerous world.

Before World War II, economists had paid little attention to the process of national development. After the War, they thought that a large-scale capital infusion along with the transfer of modern technology, would enable the developing countries to take off into a self-sustaining process of economic development and modernization. However, it soon became clear that the economists were wrong. The war-torn European countries and Japan wanted mainly to replace their devastated physical facilities and to update their managerial and research and development capacities, for they retained a strong economic and administrative infrastructure, abundant industrial know-how, and a well-educated labour force. They were able to develop themselves through capital infusion, but the developing countries lacked all of these requisites for rapid economic growth. Thus modified economic growth theories and models were created; development came to be defined as "economic growth", measured by increase in a nation's GNP. It was at that point of time, i. e., in 1954, in one of the International gatherings, I said that adult education is an instrument of social

change and only if adults, who constitute the labour force, both in industry and agriculture, are given proper education to enable them to participate as partners in all developmental activities, that the developing countries can really provide prosperity to all its people. This proposition was laughed away as a joke or a dream of a sleep-walker.

In 1970s, however, it became clear that our development was lop-sided and inequitable; it resulted in greater disparities. Robert McNamara, President of the World Bank said in 1973 that the benefits of developmental effort have not reached the people for whom they were meant, and added that 800 million people in the developing world—40% of the total—were living in absolute poverty, living on ragged edge of sheer survival and their number was growing rapidly.

The GNP-centred strategy of development envisaged the initial concentration of development effort on modernizing and industrialising the urban areas of developing countries. But this did not help in the removal of poverty even in urban areas, what to say of rural poor. This development effort did not trigger a spontaneous, self sustaining process of rural development, as was expected by the economists. This led to a critical re-examination of the existing development concepts, theories and practices and resulted in the acceptance of a much broader, people-oriented notion of the nature and objectives of development, along with a broader view of education and its diverse roles in developing both individuals and the society. The basic objective of development is to improve the quality of life of *all people*, and to ensure growth with equity, providing a fair distribution of the fruits of development, and preventing human

exploitation and deprivation. Equitable distribution was necessary for economic growth and political stability, and also to avoid human exploitation which results in human degradation and violence. Thus economic and social development came to be regarded as inseparable.

The new strategies and priorities that grew out of this broadened concept of development called for a greatly increased emphasis on rural development—a thorough-going social, economic and political transformation of rural societies. The aim is to meet the minimum needs of all rural people including education, food, shelter, clothing, family planning and jobs. Special emphasis is to be given to improve the status of the two most valuable groups—women and young children. The strategies emphasised the need for a more integrated and community-based approach to rural development in sharp contrast to the prevailing top-down and fragmented sector by sector approach. By the end of the 1970s the emphasis in favour of this humanized concept of development became so loud that even those who did not believe in the primacy of human values and human beings, began to praise this new approach to development. Many promising starts were made on innovative programmes to give expression to this new concept. Nevertheless, in the beginning of the 1980s, it was found that the greater part of converting the concept into reality— actual concrete on-the-ground programme in action, was in a very unfinished and therefore unsatisfactory state.

Against this background of the radical change in the development thinking in the 1970s, radical changes in educational thought with their implication for adult education, came to the forefront.

Upto the 1970, education was equat-

ed with "schooling", a person's educa-
tion was measured by years of class
room exposure. But changes in the
development thinking and the policy to
bring in all men and women within the
umbrella of education, made it clear
that this view of education was too
narrow and artificial to fit into the rea-
lities of life; it was preventing attention
to other modes of learning and also
doing a disservice to formal education.
Education now began to be equated
with *learning*, regardless of where, how
or at what age the learning occurred.
Education also began to be viewed as a
lifelong process. Non-formal education
began to occupy the centre of the
stage.

The report of UNESCO's Internatio-
nal Commission on the Development of
Education (Faure Commission 1972),
entitled *Learning to Be*, emphasised that
in a fast changing world characterised
by rapidly growing and changing learn-
ing needs and also by unacceptable
gross inequalities, it was essential to
give attention also to strengthening
other modes of education called non-
formal and informal education. The Re-
port also brought out the grave pro-
blems faced by developing countries
because of their ill-fitting imported edu-
cational models.

The strategies to meet the basic
needs of the poor, created a new inte-
rest in non-formal education. It was
quite clear that if a real dent was to be
made in providing basic needs, millions
of men and women of all ages and walks
of life would have to learn many new
things and above all learn how to take
command of their future. Therefore a
wide variety of non-formal educational
activities will have to be organised to
meet the variegated needs of the society
of adult men and women, out-of-school

youth and non-school going children.
Flexible and responsive non-formal edu-
cation programme can provide important
opportunities both for making up for
formal education deficiencies and by
providing worthwhile occupation and
other practical skills.

Since the task is colossal in a coun-
try like India, it is necessary for us to
consider non-conventional learning
techniques. We may consider setting up
a series of *Development Centres*, which
can accommodate, as fully as feasible,
at any particular time, the highly diverse
and constantly growing and changing
learning needs and interests of all mem-
bers of the population. Such centres
can also respond to the growing and
changing learning needs and human
resource requirement of the whole
society. These centres would function
from morning till late night and would
serve as resource centres for literacy,
for development and for equity and
social justice. The twin objectives
would be Learning and Development—
learning will be geared to development.

In so far as India is concerned, it is
now more widely recognised that the
education of women holds the key to
all other elements on which the trans-
formation of societies depends. Popula-
lation control, family health, personal
hygiene, nutrition, receptivity to innova-
tions and educational motivations of
children are all dependent upon educat-
ed women.

Lastly, I would like to point out that
in Kerala, over 70% of the population is
literate. How this had been possible, is
an object lesson for all of us and we
should study it so that the methods and
techniques followed by our friends
could be followed by others, with such
modifications as are necessary to meet

local situations. Instead of going to Vietnam, Cuba, etc., all our adult educators should learn from our friends in Kerala.

In conclusion, I would like to reiterate that we in India have the ingenuity and creativity to face challenges. At this moment, when the mankind is facing a major crisis, when old values are in doldrum and the socio-economic fabric is tottering, we should with determination and well directed effort, work for a better quality of life for all people and a saner and peaceful world. Then and then alone can we fight for human values and enlightenment for which Jawaharlal Nehru worked relentlessly. Adult education must adjust its methods and techniques to serve the needs of Learning and Development. Development learning should be the goal of Adult Education.

The question still remains : are we really keen to help the "apathetic throng, the cowed and meek, who see the world's great anguish and its wrong and dare not speak", and help them prepare to take command NOW ?

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INDIAN ADULT EDUCATION ASSOCIATION

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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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In This Issue

Indian Journal of Adult Education

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.

Contributions should be accompanied by either a stamped, self-addressed envelope or by International Reply Coupons. The average length of manuscripts should normally be between 1,500 and 2,000 words. In exceptional cases, articles of bigger length can be accepted. Mimeographed Zeroxed or carbon copies will not be accepted. Manuscripts should be typed in double space on one side of the paper only, with a 2" margin on foolscap size paper. Footnotes and references should come at the end and not on every page.

Contributions and other correspondence regarding the advertisements, subscription rates etc., should be addressed to the Editor, Indian Journal of Adult Education, 17-B, Indraprastha Estate, New Delhi-110002.

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Tasks Ahead in Adult Education

J. L. Sachdeva

The identification of adult education with mere literacy, says the author, has caused considerable setback to the adult education programme in the co ntry. For the programme to have real demand from the people, it must be linked with development programmes resulting in immediate economic benefit or skill development or employment. Further, stressing the need to set up permanent community centres and harness both the traditional and modern mass media for adult education at the field level, the author suggests that the programme should be made cadre-based. For, the adhocism in plans and provisions; or in the services of the personnel employed, he feels, cannot leave lasting results.

INDIA has a long tradition of adult education. The adults used to get education from *Gurus* (teachers) in *Ashrams* and *Madarassas* for qualitative improvement of their life. The education was need-based. The main aim was to enable the learners to perform their duties better in the community. However, despite a long tradition, the concept of adult education is still not clear to many people. The term adult education is used to mean adult literacy. The two terms are taken to be synonymous and co-terminus. This is rather unfortunate and has caused a considerable setback to the adult education movement in the country.

Even the National Adult Education Programme (NAEP) launched in 1978 failed to dispel this misconception. The programme boiled down to a mere literacy programme although it had two other components—awareness and functionality. The Kothari Committee which reviewed the NAEP also observed that it was a mere literacy programme and the other two components were not covered.

Looking at the progress made in adult education in the country during the last 30 years, one feels disappointed. In these three decades the literacy rate has gone up from 16.67% in 1951 to 36.17%

in 1981. However, the more alarming fact is that despite this increase in the rate of literacy the number of illiterates is continuously rising. During 1971-81 about 48 millions have been added to the ranks of illiterates in our country. Addition in the number of illiterates has been a regular feature in the 37 years since we attained independence. 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.

The literacy rate among women is still very low in our country. Against the literacy rate of 46.74% among men, the literacy rate among women is only 24.88%. All out efforts are needed to spread literacy education among women so that the pace of development gets accelerated in the country. This would also help in achieving the target of universalisation of elementary education by 1990 because educated parents are more helpful in ensuring satisfactory results in the field of primary education.

The Adult Education Programme is a priority programme. Under the Seventh Five Year Plan it has been made an integral part of the minimum needs programme. It has also been included under point 16 of the new 20-point programme. An outlay of Rs. 3600 million has been provided for it in the Seventh Plan. Despite all this there are great many hurdles in the successful implementation of the programme.

Linkage with Development Agencies

Most of the illiterates are not interested in mere literacy programme and in order to achieve the desired results, literacy will have to be linked with development programmes. To achieve this linkage, adult educators should see how their educational programmes can fit into the development programmes rather than expect development personnel to help them in adult education work which is not effective at present. Literacy should come to them as a part of skill learning and need not be the starting point.

Setting up Permanent Community Education Centres

The need today is to establish permanent community education centres in which all sections of the community have access to education. To motivate illiterate adults to join adult education centres, creation of learning environment is necessary. There should be centres where illiterates, semi-literates and literates should have an equal opportunity for getting education. Once this is done the problem of motivation, causing a great deal of setback to the programme, would be solved to a considerable extent. This will also lead to a learning society in which parents encourage their children to pursue learning objectives and the children become a source of motivation to parents to learn.

Role of Traditional and Mass Media

Both traditional and mass media have a great role to play in the promotion of adult education and should properly be harnessed at the field level. Traditional media like *Kathavachan, Bhajan, Kathputli, Garba, and Nautanki* should be extensively used for adult education work. They are likely to act as a good force in motivating adults to participate in adult education centres and can also be an effective means for social change.

The modern mass media of communication like radio, television, and cinema, are also powerful instruments for creating a suitable climate and imparting knowledge and skills necessary for improving the quality of work and the standard of life of the people, and should be utilised for adult education work.

Involvement of Local Leaders

It has been observed that involvement of local leaders in the implementation of adult education programme is restricted to providing accommodation for adult education centres and persuading the learners to attend the centres. But it is essential that these leaders also are exposed to information like the need for adult education and other development schemes so that as agents of influence in the village area they would be able to create better atmosphere not only to implement but also to sustain the programme.

Utilisation of Formal Education Institutions

With the limited resources available it is desirable that the existing formal institutions are utilised for adult education, and more particularly the village schools should be made the centres of activity, the fulcrum both for formal and non-formal adult education. This will also help in achieving the desired objectives as also optimum utilisation of limited resources. In some of the evaluation reports of NAEP it was found out that a large number of centres were being run in the homes of instructors which by any standard is an unsatisfactory arrangement. The use of formal education institutions will not only solve the problem of physical infrastructure but would also provide an opportunity to all—from the age of 6 to 60—to participate in educational, recreational, cultural and vocational activities.

Timely Supply of Teaching-learning Material

The timely supply of teaching-learning material is very essential for the programme's success. If the material is not supplied in time, the atmosphere created for adult education work will be affected. The physical hunger for food is comeplling. It will not extinguish by itself or because it is not being attended to. It will persist through time, till satisfied. But the desire to learn may die out unless satisfied immediately on its taking shape. There should be no time lag between demand and supply. If for some reason the primer meant for adults is not available the first book meant for children can be utilised to teach adults.

Cadre-based Programme

The adult education programme so far has been unstructured. The plans and provisions are on adhoc basis and so are the services of the personnel employed for the job. An adhoc programme can't leave lasting results. Hence, for the programme to become really effective adhocism should be done away with. It should be made cadre-based, with adequate and proper training for the cadres. Adequate training of the instructor is of considerable importance because he is the weakest link between the administrative set-up and the vast mass of people. The person should be provided with proper training and assured a career to perform the difficult task that he has been assigned with proper skill, confidence, commitment and devotion.

The Impact of Mass Media on Neo-literates : A Study

P. Adinarayana Reddy

Any effort to utilise mass media for adult education needs to be preceded by a study seeking answers to questions like to what extent the target population is exposed to a particular medium or whether the educational opportunities offered by the media are being utilised or not; which programmes are more popular, and so on. The present study directed at the neo-literates in the Chittoor district of Andhra Pradesh concludes that entertainment programmes and those which add to awareness or provide information about occupation are more popular. Suggesting more frequent screening of films on topics like health and hygiene, the study recommends more creative exploitation of the medium of advertisements for driving home messages in areas like family planning, and environment and population education.

IN the absence of any systematic post literacy activity, the mass media assume an important role in providing opportunities for reading, listening, viewing and using literacy skills, to the neo-literates. Today, mass media like radio, cinema, films, extension education programmes and advertisements have created for new literates an all pervasive environment, offering them opportunities for utilising their literacy skills for their own benefit. No individual on this globe is outside the influence, either direct or indirect, of the mass media. Whether one likes it or not, the mass media have become the most important part of modern life. In such a situation it would be interesting to find out to what extent the neo literates are utilising the educational opportunities created by the mass media like radio, cinema, films, advertisements and Extension Education Programmes. A modest attempt in this direction was made by conducting a study with the following objectives :

—To ascertain the relative preferences of the neo-literates for different radio programmes.

—To identify the changes required in the present radio programmes, as perceived by the neo-literates.

—To examine the relationship between frequency of watching cinema and distance between cinema hall and residence.

—To assess the effect of different themes of the films on neo-literates.

—To identify the impact of advertisements on the day-to-day life, as perceived by the neo-literates.

—To identify different extension education programmes attended by neo-literates.

Methodology

Tool used A specially designed interview schedule was used to collect background information like sex, age, occupation, and income. The items related to different radio programmes, films, advertisements, and extension education programmes were selected on the basis of informal interviews with the neo-literates and block level extension officers. The schedule thus prepared was given to a panel of five judges for scrutiny. The scrutinized schedule consisted of the following number of items on each area of study : radio programmes—11; films—7; and extension education programmes and advertisements—8. A few open type questions were also included in order to elicit suitable responses about the changes required in the present radio programmes, distance between residence and cinema hall, frequency of watching cinema, and perceived effects of the films, advertisements and extension education programmes.

Sample Size

For the present study 120 neo-literates—80 male and 40 female—were selected from 20 villages of Madanapalle block in Chittoor District of Andhra Pradesh. From each village,

six neo-literates were selected randomly. The subjects of the study were chosen from among those who had undergone 10-month functional literacy course organised during 1980-81 by the Arogyavaram Development Society as part of its rural development activity.

Administration of the Schedule

The interview schedule was administered to the selected sample during the last week of December 1981 and the first fortnight of January, 1982. Before administering the schedule, the investigator had established a good rapport with the respondents. The data were collected in the evening as neo-literates were usually free at that time.

Data Analysis

The responses noted verbatim for the open questions on the changes required in the present radio programmes, the perceived effect of the extension education programmes, films and practical utility of the advertisements in the day-to-day life of the neo-literates, were cross checked. Percentages were calculated separately for the total sample, and males and females.

Findings

Table 1 presents data on the preferences for different radio programmes. As for the total sample, i.e. both males and females, *padi pantalu* (74%); *sandya samacharam* (68%); playlets (62%); news (57%) and songs (57%) emerged as interesting radio programmes. However, when taken separately, male neo-literates liked the programmes *padi pantalu, sandya samacharam,* news, songs and weather bulletin; whereas females preferred programmes like *streela karyakrammamum,* playlets *sandya samacharam* and *illu vakili.*

Table 1
Radio Programmes

Programmes	Total N=120		Sample		Male Neo-literates n=80		Female Neo-literates n=44	
	F	%			F	%	F	%
1. Sandya samacharam (evening news)	45		68.18		33	41.25	12	20.00
2. Padi Pantalu (agriculture and animal husbandry)	49		74.24		38	47.50	11	27.50
3. Karmikula karyakramamu (programme for workers)	18		27.27		10	12.50	8	20.00
4. Illu vakili (environmental sanitation)	26		39.39		14	17.50	12	30.00
5. Sreela karyakramamu (programme for women)	27		40.90		7	8.75	20	50.00
6. News	38		57.57		33	41.25	5	12.50
7. Weather bulletin	23		34.84		21	26.25	2	5.00
8. Songs	38		57.57		22	27.50	16	40.00
9. Sastriya sangeetham (classical music)	30		45.45		20	25.00	10	25.00
10. Plays	41		62.12		25	31.25	16	40.00
11. Nithyavasarala retlu (daily market rates)	15		22.72		10	12.50	5	12.50

When asked about the changes required in the existing radio programmes, three-fourth of the respondents said that the current programmes are satisfactory, and only one-fourth desired changes in the existing programmes. Those desiring changes were of the view that more time should be allocated to songs, agriculture and workers' programmes.

The study revealed that neo-literates are interested in entertainment programmes and those related to awareness and occupations. It is therefore suggested that more and more programmes on the above topics may be broadcast to encourage neo-literates to use radio programmes for their functional development.

From Table 2 it is clear that majority of the neo-literates, (two-third) visit cinema four times or less per month

and only one third watch more than four times a month. When distance was taken into consideration, 66 per cent of the neo-literates were found to be covering a distance of more than four kilometres. Thus it may be noted that the shorter the distance the higher the frequency of cinema watching.

Table 2
Percentage Distribution of Cinema Watching in Relation to Distance

Distance between cinema and residence	Frequency of cinema watching	
	below 4 times	above 4 times
Below 4 k.m.	50	29
Above 4 k.m.	26	15
		79
		41
Total	76	44 120

When asked about their participation in film shows, two-third of the neo-literates said that they have participated in the films screened by diffe-

Table 3
Film Shows

Programmes	Total Sample (N=80)		Male (N=59)		Female (N=21)	
	F	%	F	%	F	%
1. Current news	30	37.50	20	33.89	10	47.61
2. Health & family planning	50	62.50	32	54.23	18	85.71
3. Lectures/speeches	16	20.00	12	20.33	4	19.04
4. Games & Sports	25	31,25	16	27.12	9	42.85
5. Pilgrim places	60	75.00	40	67.70	20	95.23
6. Biographies	16	30.00	10	16.94	6	28.57
7. Control of different diseases	38	47.50	27	45.76	11	52.38

Table 4
Advertisements

Programmes	Total (N=120)		Male (N=80)		Female (N=40)	
	F	%	F	%	F	%
1. Varieties of soaps	86	71.66	58	72.50	28	70.00
2. Tooth powder & pastes	59	49.1	42	52.50	17	42.50
3. Face powder & creams	46	38.33	30	37.50	16	40.00
4. Fertilisers	75	62.50	54	67.50	21	52.50
5. Clothes	57	47.50	45	56.25	12	30.00
6. Health	68	56.66	42	52.50	26	65.00
7. H.Y.V. Seeds	62	51.66	39	48.95	23	57.50
8. Drinks (Tea, Coffee)	53	44.16	43	53.75	10	25.00

Table 5
Extension Education Programmes

Programmes	Total (N=120)		Male (N=80)		Female (N=40)	
	F	%	F	%	F	%
1. Religion	39	32.50	25	31.25	14	35.00
2. Agricultural extension programmes	87	72.50	54	67.50	33	82.50
3. Animal husbandry	53	44.16	48	60.00	5	12.50
4. Poultry farming	33	27.50	26	32.50	7	17.50
5. Cleanliness	60	50.00	36	45.00	24	60.00
6. Health	50	41.66	40	50.00	10	25.00
7. Child care	71	59.16	54	67.50	17	42.50
8. Nutrition	40	33.33	16	20.00	24	60.00

rent departments, namely, Agriculture, Health and Family Welfare, Animal, Husbandry, Public Relations, Arogvaram Development Society, etc., in their villages. They also said that their participation in film shows had increased their knowledge. They expressed a desire to participate in film shows in future also.

Majority of the neo-literates (Table 3) have participated in film shows related to pilgrim places, health and family planning and control of different diseases. Mass media agencies may be advised to screen more film shows on health, hygiene, prevention and control of diseases etc., for the benefit of the neo-literates.

As for advertisements all the respondents reported that they had seen different advertisements. Table 4 shows that majority of the neo-literates have seen advertisements related to fertilisers (62%), soaps (72%), health (57%) and HYV seeds (52%), tooth powder & pastes (49%), clothes (47%) and tea & coffee (44%). Interestingly, majority of them (80%) said that they are utilising the message from different advertisements in their day-to-day life. When asked about the practical utility of advertisements, 31 per cent of the respondents cited agriculture, 21 per cent health, 17 per cent for the selection of better products in the market and 18 per cent for knowing the variety of items available in the market and 13 per cent agriculture and health as the areas in which advertisements were useful.

Since the neo-literates are utilising the message from advertisements put up or displayed by different agencies these may be used for motivation for adult education or driving home the disadvantages of illiteracy, and for information related to modern techniques in agriculture, family planning, environmental education, population education, etc.

Table 5 shows that majority of the neo-literates have attended the extension education programmes on agriculture (72%), child care (59%), cleanliness (50%), animal husbandry (44%), health (41%), etc. Since neo-literates are interested in programmes related to agriculture, animal husbandry, health, etc., more extension education programmes could be organised for their benefit. It is also encouraging to note that majority (80%) of the neo-literates expressed that the extension education programmes organised by different agencies for their benefit are useful in their day-to-day life, and expressed a desire to participate in the extension education programmes in future also.

Conclusion

It is evident from the above discussion that the mass media like radio, cinema, advertisements, film shows and extension education programmes are playing an effective role in the field of adult education in creating an educational environment for the neo-literates, both for retaining their literacy skills and updating their functional skills. An in-depth study of this nature with a large sample may be undertaken to study the listening, viewing, reading and talking habits of the neo-literates in order to select those mass media which would appeal the most and attract the largest audience with the least cost and maximum effect. ●●●

Central Board for Workers Education

1400, West High Court Road, Gokulpeth, NAGPUR-440010

Dedicated to Strong Trade Union Movement

1. The Central Board for Workers Education was established in 1958.

2. Its National Level Apex Institute is at Bombay called Indian Institute of Workers Education—Established in March 1970.

3. The Board has 4 Zonal Centres & 39 Regional Workers Education Centres throughout the country.

4. 558 Education Officers, inclusive of 137 from Trade Unions have been trained.

5. 72,200 Worker-Teachers have been trained in 3-month full time courses.

6. 34.14 lakh workers have been trained in Unit Level Classes.

7. 1.38 lakh workers have attended Functional Adult Literacy Classes.

8. 3.56 lakh Rural Workers participated in Residential Camps.

9. 85,500 Workers in Small Scale Industries attended training camps.

10. 1,056 Trade Unions availed grants-in-aid from the Board to the extent of Rs. 77.65 lakhs and trained their 3.93 lakh members in Workers Education Programmes.

11. The Board produced visual aids and textual booklets in English and Regional Languages.

Continuing Education and the New Media

Karlheinz Rebel

"We are witnessing today a flood of publications on the use of the new media in training and continuing education, including the very thorough report of the Commission on Continuing Education, drawn up by specialists for the government of the Land Baden-Wurttemberg, with its many important and at times quite concrete and rather detailed statements on media communication, information technology and media-or computer-assisted learning. In view of all this, it seems almost presumptuous to attempt a paper on this topic, particularly as the time available is so short for such a lecture to an audience of acknowledged experts. I shall make the venture nevertheless, but would ask you to bear in mind that I can deal only with partial aspects of a comprehensive whole, formulated rather as hypotheses, and that the selection of these aspects is influenced by the treatment and emphasis accorded to them in the report of the Commission."

1. Learning Readiness in Adults

In the Commission's report, in scholarly publications and in the news-media, our society is referred to as an "information or learning society". This is certainly apposite if we think of the technological possibilities and the demands made on human beings in modern societies, which lay stress on achievement. But what about human beings themselves and what about their *learning readiness?* According to all the findings of research, *learning capacity* is in principle to be found even in middle-aged and old people. But this does not tell us enough about their learning readiness. As people obtain more knowledge of fundamental processes of change which, to some extent, face them with crises and as—if this assumption is a realistic one—they experience a loss of identity and a resultant feeling of insecurity, is it then, in fact, true that there exists in them a readiness to counter these threatening situations in their lives by learning or that at least such a readiness to learn develops from the shock of realising

how bewildered they are ? Is the handling of information in order to learn, particularly by means of the most modern technologies, in fact *the* characteristic of our society ?

Of course every healthy, mentally active person learns from the experiences of the daily round and stores up these deposited experiences in their so-called everyday knowledge. But learning in this context is understood particularly as *organised intentional* learning, supported by educational institutions. But in spite of the increasing numbers of participants in courses in some of the adult education institutions and the increasing numbers interested in certain sections of programmes, some doubts begin to creep in, quite apart from the differing extent of the learning activities in question, i.e. whether they are of fairly long duration or involve merely attendance at one lecture. The most recent estimates indicate that between 80% and 90% of West Germans are not involved in continuing education (POGGELER 1981. 76). On the other hand, the statistics used by the Commission on Continuing Education which are taken from the "Reporting System for Continuing Education" do give a more positive indication, but basically they would not seem to make any essential changes in the hypothesis presented here, namely : —we are only just beginning the journey towards becoming an information and learning society and, as yet, have by no means reached the goal. For this reason I propose to try a somewhat different approach.

In a research project at the University of Oldenburg a heuristic explanation model differentiates between four types of adults according to their interest in continuing education :

— The active participants in continuing education, who are estimated to be 10% of the adult population of the Federal Republic of Germany;
— the occasional participants in continuing education, about 25%;
— those who take no part in continuing education but have a positive assessment of it, about 50%;
— those who have no interest in it and wholly reject it, about 15% (SCHULENBERG 1979. 32).

This study, now five years old, may well arouse—as it did when first published—doubts about, or rejection of, its methods; but the authors are concerned, not about accurate statistical data, but about a study of types undertaken for heuristic purposes and about rough quantification based on comprehensive data obtained empirically. Despite its implicit limitations, its real value as a statement is, in my view, still valid today; and this is particularly so in the following set of ideas (REBEL 1982. 24-36) : The 10%, namely those active participants in the first category — whether they are served by university extension courses or by institutions for continuing education is immaterial—can choose from a relatively abundant offer of good quality programmes, though even today it is not always easily accessible. The 25% occasional participants (for example, in lectures, excursions etc.) attend what is left over for them (the bottle-necks in certain favourite courses at Volkshochschulen (adult education centres) are well known). But for 50% there is nothing available, if the situation is assessed by criteria of capacity, although it is to these same 50% that the institutions for continuing education ought to be turning for custom. If these institutions were to

take seriously the resources in fact available to them, calculated on population figures (and sensibly they do not), then they should really know that the entire West German system of continuing education assessed against its present inadequate resources, would at once collapse if considerable sections of this 50% of the population took it into their heads to make use of the facilities on offer and to seriously relate all this talk about a learning and information society to themselves.

Let us cast further light (SCHULENBERG 1979. 37) on this set of ideas by some hard facts : In 1973 for every 1,000 citizens of the Federal Republic of Germany there were 75 course places in the Volkshochschulen. If we were to suppose that all citizens were equally keen on continuing education, that would mean that a place for each citizen in a course at a Volkshochschule would be available once every 16-17 years. If the course places were increased to 100 per 1,000 the availability would be once in 12 years; if the increase went up to 200—and this would exceed our present capacity— the availability would be once in 8 years. In spite of the meritorious efforts of the Federal Ministry of Education and Science, sufficiently reliable and comprehensive assessments of the total facilities available do not yet exist, but the estimate just given can be applied to other institutions providing courses.

But let us return to the 50% who have a positive attitude. To put the matter plainly it quite obviously does not even occur to them to realize their positive attitude to intentional learning in the traditional fashion. So here too we see the discrepancy—found again from empirical research—between expressed attitudes and actual behaviour. Admittedly the Oldenburg investigation did not include, for example, measures for further vocational training within industry, nor measures for continuing education initiated by firms, which take in close on 50% of all those participating in vocational continuing education and which, to a considerable extent, account for the relatively large increase in recent years (although the distinction between continuing education and initial training is still a matter of uncertainty in the statistics). Nor did the Oldenburg investigation cover all those who continue their education in non-traditional ways which involve little or no attendance at institutions. For example, from 1967 to the present day there have been very nearly half a million initial enrolments in the Radio College Courses and of these, on average, only about 20% attended the official study circles for the course and for that reason only these 20% appeared in the statistics. Many of these non-traditional learners would not even apply the expression "continuing education" to their astonishingly strenuous efforts, i.e; lasting more than a whole year.

A large number of the 50% with positive attitudes certainly do not make any practical use of their positive attitudes to learning. For—and I ask you to forgive my touch of parody, underlying which, however, there is a problem we must take seriously—they may have experienced in their schooldays and they might even refer to Aristotle's dictum that learning is linked with displeasure (Politics VIII, 5); or to the other Aristotelian argument that learning is the most pleasurable thing not only for philosophers but also just as much for other folk; but because they have so much work to do the other folk

rarely get round to any learning (BECKER 1980. 321). The work that non-philosophers have to do—and that includes almost everybody—may in our day be a more of less self-evident hindrance to learning. In that connection, Solomon the Preacher seems to have a better knowledge of human nature when he says rather tersely : "For in much wisdom is much vexation : and the more a man knows, the more he has to suffer" (Ecclesiastes 1.18). All too often learning becomes mechanistic—particularly if it continues over many years and for longer periods than in most non-German countries and if it establishes no connection with real life and appears meaningless. Indeed it seems rather to destroy any pleasure in spontaneous learning—and becomes "meaninglessness acquired by learning" (SELIGMAN 1975. 344). And even if this process evinced a positive reaction in his youth, it seems—at least to begin with—to destroy the adult's self-confidence and is apparently capable of threatening his identity, which he has established not without a certain effort and which is stable perhaps only in his imagination. If adults undertake intentional learning and if it does not exhaust itself in formal aims such as "learning how to learn" which is so very acceptable but so very dangerous if it has no relevant content, then such intentional learning can be an *aid to living and a risk* at one and the same time; and this is not to mention the efforts and sacrifices which serious learning requires of *anyone* but which not everyone is ready or able to give for reasons either within himself or due to external circumstances. Such learning should be imposed on others by the suggestion that they will thereby obtain prestige or maintain a stock of learning. Nor is it

an optional appendage to school or university days; nor, in particular, should it merely imitate school (not even a successful one), and it certainly should not be used as a *"deus ex machina"* for all situations in life, for example, for unemployment, in the expectation that it is able to cure all ills. To that extent the group of the 50% with positive attitudes is worthy of respect for their hesitation or inaction. At the same time, however, it is just that section of the population with whom the professional work of those employed in continuing education is particularly rewarding and for whom the new media are particularly appropriate as pacemakers. Their optimism is therefore legitimate, because where there is a positive basic attitude, barriers to learning can be set aside by professional action and aids to self-help can be offered with considerable hope of success.

In the analysis of learning readiness on the basis of the typology used in the Oldenburg report, a further aspect was touched on which has a key function for the special topic of this lecture, namely, the large number of persons who do not appear at all in the statistics for continuing education or only in an obscure fashion. That is because they are especially accustomed to help themselves, to make their problems at their place of work or in their personal life or as a citizen the initiation and purpose of their learning and to tap resources on their own behalf, although this need not exclude using any necessary help from others. It is exactly this group of adult learners whose efforts are supported with lasting effect by the new media. Indeed, it is often only these media which enable them to realize their learning intentions at all.

The English satirist, Jonathan Swift, in one of his satires, the so-called *Tale of a Tub*, written in 1704, pithily sums up the problem we have in mind in a many-faceted metaphor : "For to enter the Palace of Learning at the Great Gate requires an expense of Time and Forms; therefore Men of much Haste and little Ceremony are content to get in by the Back-Door" (SWIFT 1967. 136).

Back-door learners may have vocational and family responsibilities or perhaps they have not been able to reach the Great Gate of the Palace of Learning because they lacked the formal qualifications for the normal educational courses at our grammar schools or universities. And also so it is they who seek out more appropriate access to a kind of learning for which they themselves are responsible and which they themselves can direct as much as possible. And they can find it everywhere to an increasing extent with the aid of modern communication media — distance education courses, radio and television courses and many other forms of open learning (open, because each person can make use of them in his own way provided that he contributes the time and energy outside and alongside his job, as well as showing the ability to take a great deal of stress); supplementing and, increasingly combining with the courses available locally where the problems of adult learners are best understood. At least, this is so where those professionally involved in continuing education see themselves not as guardians of the Palace of Learning but as friendly helpers and guides in this Palace.

2. The New Media—Problems of Acceptance and a Realistic Appraisal of their Possibilities and Risks

Perhaps you have grown rather impatient and so far found no direct reference to the topic of this paper. In my view this is all very much to the point the categorisation of those participating in continuing education permits us not only to draw conclusions about the capacities which will have to be provided; it also allots to the new media tasks which can be more accurately determined. The new media are, however, a topic which provokes contradictions and makes it difficult to reach a sober estimation of the possibilities, limits and risks of this new technical revolution, of which indeed we are only just on the brink (RATZKE 1984. 13.) Some people are continually referring to the secret take-over of power by these new media (PROKOP 1984). Others ascribe to them the power of destroying human togetherness and direct communication free of all intermediacy, of forcing individuals more firmly into isolation because they replace personal relationships in communications by technical communications in almost all aspects of everyday activities. (EURICH 1980, 11). A basic psychological axiom for solving personal problems and problems of human relationships tells us that people should be *enlightened* about their conflicts and the causes of them so that they can be worked out; but here enlightenment seems to beat the empty air, knowledge seems to signify not ability to act but impotence, the medium seems to withdraw from its users, or even to indoctrinate them for its own particular ends.

On the other hand, one of the standard works on the new media published in 750 large format pages in 1984 offers a fascinating panorama of the technological possibilities of the new media which is directly relevant to that type of learning for which the student is

personally responsible. The increase in the use of computers involves not only more and more scientists but also the man in the street and particularly young persons. There is no industrial nation which does not concern itself with the computer and high technology in general. The Society for Mathematics and Data Processing issued in 1983 a questionnaire enquiring of 2,000 West Germans; it showed, when reduced to a single formula and reinforced by other parallel questionnaires, that the majority of our fellow citizens are divided among themselves and their attitudes are ambivalent; they fear the new technologies *and* at the same time expect assistance from them (LANGE 1984). The picture is even more difficult to assess if we consider the relationship between the new media and continuing education in institutions. The sub-title of a contribution to a handbook says more on this topic than many words could. It reads: "On the development and present position of a field of co-operation of which too much is expected." The adult educationists hover uncertainly between a state of disappointed resignation because they pitched their earlier expectations too high and the inevitability of having to adjust themselves to the new media if they are to take their job seriously. There is often a fear that even now "media the whole world over are being forced to serve inadequate systems of education" and that the communication media are being given "a fire-brigade job by helpless politicians" (CASSIRER 1974. 83 ff.)

Admittedly, some writers openly accuse the mass media, television in particular, of destroying the family, children's education, any form of leisure worthy of man, and communication between people in general. But many millions all over the world make use of the learning potentialities of television and radio; campaigns against illiteracy in the developing countries are carried out successfully with the aid of television. Furthermore, a long-term investigation carried out between 1964 and 1980 to find out how young persons and adults in the Federal Republic of Germany used and assessed the mass media (television, radio and daily newspapers), which used "the Uses and Gratification Approach" convincingly showed that highly differentiated and specialised ways of using these present day media were developing and that the appreciation and use of television were, because of its general and unspecific nature, losing ground with certain age groups, especially young persons, in favour of media specially devised for groups of recipients with homogeneous needs for information (BERG/KIEFER. 1982). At the same time all the more recent studies make it quite clear that an isolated investigation of the media produces no useful results. These studies show that personality traits and other variables such as the age, sex, educational and vocational qualifications of the recipients are much more likely to be essentially decisive about the behaviour patterns likely to develop vis-a-vis the modern media. In other words, they show that negative effects can certainly result, for instance in "heavy", watchers, in children and young persons, if topics of unsuitable content, e.g. scenes of violence, and particularly certain forms of presentation are allowed to affect them frequently and for long periods without their being given opportunities to digest things properly (e.g. through discussions with teachers and parents) or if certain emotions, directed by external forces, are aroused in them, which, in contrast to the knowledge transmitted, are not later erased.

But these studies also show that this does not happen automatically just because a so called "mass medium" manipulates defenceless victims. On the whole it is truer to say that mass communication mirrors the social structure and problems of a society, which leads to the development of relevant needs and thereby to a differentiated pattern of behaviour in the use of the media. The less educated and the more dependent people are, the more do they run the risk of being manipulated by nameless political and social forces which also make use of mass communication. And in such people the irrational elements will be reinforced; fear, violence, aggression may well increase in them to a particular extent. The abyss between the educationally privileged, who are automatically more capable of learning in ways for which they are themselves responsible, and the educationally deprived grows ever wider because of the new media and this abyss can no longer be bridged if the media are left to develop by themselves, with all the political consequences this would mean for our society.

Modern communication media and information technologies certainly do not come like a bolt from the blue, as a divine punishment, so to speak. Instead they correspond both to modern social structures and problems, for the solution of which they are at least partly needed, and to a deep need of modern people and especially of young people. Young people do not simply show cultural deficiencies which so-called educated adults have a right to criticise merely because they are different from the young. Our young people are the early representatives of another world and another culture; for that reason they have quite different needs. The new media seem to be in a particularly good position to respond to these needs and to iron out their effects, e.g. the differences in competence between adults and young persons. A very apposite example of this is the triumphal progress of the computer (TURKLE 1984). The computer offers easy and quick availability of informative data, shorter learning time, facilitation of social contacts and ready provision of discussion topics (it has also been shown that computer enthusiasm can facilitate discussion and does not have to lead to isolation); but the computer can also offer fresh stimulus to man's senses, heighten his sense of living, meeting the demand for stimulating scenarios, and providing "action" — all these things, with all their inherent contradictions. In our attitude towards the new media, then, let us be particularly careful not to oversimplify, nor to reject or be over-enthusiastic about them without due consideration.

All these hastily assembled remarks make one thing clear; the new media both demand and promote learning and, in fact, on two levels. On the one hand, whether we educationists and other folk like it or not, they will continue to develop with their own enormous dynamism, offering ever-new possibilities of ensuring and facilitating for mankind survival and a good life; but this will be accompanied by increasing risk and dangers for each individual. Only *skilful, sensible, considered and practical use* of the new media both in school, in training and continuing education will enable mankind to use their potential for good, and to lessen the risks they involve or keep them under control. On the other hand, the new media enable, for the first time, as many people as possible to have contact with learning; to turn their diffuse learning readiness

into learning decisions. They take their learning habits and needs seriously and thus bring them knowledge through continuing education—the knowledge they need if they are to respond and adjust to changing needs. I shall deal with this further in what follows.

3. The New Media in Continuing Education

When the media are mentioned, the usual spontaneous reaction is to think beyond the traditional mass media to cable and satellite television, videotext systems and computer technology and various combinations of these things. Such a paraphrase is, however, not only incomplete; it also conceals the didactic potentialities particularly important in our context, which result from combining various technologies. The *new* aspects of the new media are, especially, the integration of newscasting technology, telecommunications and computer technology as well as their respective technological combinations which multiply the possibilities of the new media for various users, including private individuals, many times. In this connection two trends are today important in this development; on the one hand, the development of new technical possibilities, and on the other technical modification and refinement of technology already in use. The already evident result is that, from the interplay of the well-tried technologies with the new ones there is an increasing profit to those who apply them and they appeal equally to private, trade, public and academic users, etc. (RATZKE 1981. 14). Furthermore, an appropriate assessment of the new media is facilitated if under "new media" we subsume all the procedures and means which, with the help of new and improved techniques, make it possible to assemble, work on,

store, transmit and recall information data in fresh forms; in this context, "information data" means signals of whatever content and in all the possible methods coding, whether as text, sound or picture. By combining various technical means the differences between individual and mass communication become less clear. The trend to set up systems involving several of the new media, whilst retaining the flexibility of the individual elements, enables the most varied needs and demands to be comprehensively catered for. At the same time the new media acquire by this means possibilities of exerting influence, which if not kept under the control of responsible educationists, would indeed be diametrically opposed to all that is self-evident in German adult education in a freedom-loving democratic society and to the freedom and dignity of the individual. Such control by educationists will not come about by abstaining from contact with these technologies or by parading ideological prejudices against them, but only by engaging them in a theoretical and practical way.

The first section of this article showed clearly that, so far as the group of 50% interested persons who were not actively learning are concerned, the new media can have, in particular, the following uses: they can make propaganda for education, advise about it and, by providing orientation about their own needs, they can imbue the potential learners with courage to *learn* themselves. They can also help to break down the barriers which stem from people being unaccustomed to learning or from negative experiences in school, to make people aware of their own needs and aims, and to point out ways and means of fulfilling them without having to neglect any obligations to their job or their family.

The new media have possibilities as *didactic* instruments in that they can help to make learning an individual matter in respect of decisions on aims and content, rate of progress, place and time; they facilitate an open form of learning compatible with the learner's job and this can be organised as guided independent study, or in a centre for individual learners or by using a combination of internal and external networks. The new media make possible an exact identification of the student's qualifications for learning and his learning deficiencies without him feeling demoralised; they also take into account deviant learning habits (e.g. the visually-oriented learner, although the possibilities of pictorial illustration should not be overvalued) and they encourage rather than discourage group learning. Nor should we forget to mention the introduction into the learning process of what may be for the learner new realities, different avenues of approach and new forms of self-control. But, above all, the new technologies in continuing education make it easier to release such education from the classroom prototype with its fixation on learning in an artificial place at stated times, and at a fixed rate. For the group of participants already active in continuing education, even if only from time to time, the procedure should be similar to the one mentioned above but with a stronger accentuation of intensive learning and rather more obligation to keep up the learning effort.

Publications on continuing education frequently deal separately with media as instruments in the teaching and learning process and as subject for learning (in the sense of media-pedagogies). In principle I do not consider this to be the best possible method although there are imaginable cases which give grounds for supporting this separation. Basically, however, in both general and vocational continuing education, which are to be developed with mutual use of infrastructures, when the teaching potential of the new media is being used as instruments, the media's own dynamism and the risks involved in their use, as well as the skills and attitudes necessary to cope with them must be fully considered. It must be made clear at this point that the new media do not merely serve teaching interests, but that behind them are enormous economic interests and demands. Consequently any use of them for teaching must consider and take into account these other purposes and interests. But in my view this does necessarily result in an insurmountable opposition between politics and economics on the one hand and teaching on the other.

Finally, another important aspect is that the new media are not used in *opposition* to continuing education in institutions, nor against the authorities providing such education, but are used *by* these institutions and authorities. But this should certainly not exclude the need for thought to be given to a new understanding of a natural place of learning which lends itself to integration.

In conclusion it must be said that the main opportunities for the new media in continuing education lie in their contributions to

"— opening up new structures for a great variety of information and opinion
— achieving improvements in and enhancing neighbourhood communication
— initiating the spread of communication in the local community

Non-participation of Tribals and Non-tribals of U.P. in Literacy Programmes : Comparative Study

Neelam Avasthy

Generally at a level of development much lower even than that of the country's rural population, the tribals lag far behind in literacy too. The present study on the causes of illiteracy among the tribals and non-tribals in the Patha region in the the state of U.P. reveals that while dissatisfaction with the contents of the courses conducted at the adult education centres was the main cause, among others, of non-tribals' illiteracy, economic backwardness besides certain other factors, was the predominant reason for the tribals keeping away from the centres.

KOL, Mavai and Gond Tribes of Patha region, (including Mau, Ramnagar and Manikpur Blocks) in the Banda District of U.P. are leading a pitiable life. In order to improve their lot, the U.P. Government has launched many developmental activities. For eradicating illiteracy among adults, adult education centres were started in Mau and Ramnagar Development Blocks in January 1980 by the U.P. Government. Before the opening of these centres the literacy rate among the tribals was zero. While both tribals and non-tribals are attending these centres, the total number of tribals attending these is not very satisfactory as compared to on-tribals.

Table 1 clearly shows that the participation of the tribal community in Adult Education Programme is not upto the desired level. The percentage of tribals who became literate was 4.17, 3.64. and 4.0 in the years 1980-81, 1981-82, and 1982-83 respectively. In the session during 1983-84 the percentage of the tribals was only 3.37.

There have been studies on different aspects of the educational level of

The data has been collected by the author herself from different Adult Education Centres.

tribals. Srivastava (1970) has concluded that the major cause of educational backwardness among the tribals is economic backwardness. Srivastava, et al (1970) found that the Government and the Christian Missions are the two main agencies responsible for the educational and economic development as also progress in other areas of the lives of the tribal people. In the 1971 study Srivastava, et al concluded that as for general development, the tribals are at a lower level than the rural Indian population, and that those tribes which are at a higher level need lesser assistance for their development than those at lower level. Rathnayya (1974) concluded that poor economic condition is one of the main causes of illiteracy among the tribals. Larka (1976)came to the conclusion that after independence the condition of the educated tribals improved considerably. Dutta's study (1983) revealed that teaching and learning strategies need to be different for tribals. However, there has been no study on the causes of illiteracy among the tribals of Patha Region U.P. Hence the author undertook the present study with the following objectives.

Objectives

—To find out the causes of illiteracy or non-participation of tribal adults in adult education programme.

—To find out the causes of illiteracy among non-tribals.

—To compare the causes of illiteracy among the tribals and non-tribals.

Hypotheses

1. There is a distinct order in the causes of illiteracy (as cited in the schedule) as accepted by tribals or that the order of preference to causes of illiteracy by the tribals differs significantly.

2. There is a distinct order in the causes of illiteracy (as cited in the schedule) as accepted by non-tribals or that the order of preference to the causes of illiteracy by the non-tribals differs significantly.

3. There exists a positive correlation between the order of the ranking of the causes of illiteracy as given by tribals and non-tribals.

Sample A total sample of 240 male and female adults belonging to the tribal and non-tribal communities of the Patha Region was selected randomly from the list prepared by the author. The sample for each community comprised 80 male and 40 female adults.

Tools and Procedure

A schedule containing five statements related to the possible causes of illiteracy among the adults was developed by the author and the respondents were asked to rank these in the order they thought right. The author also held personally non-directive interview with the respondents. The respondents were told that they were free to give any other cause of illiteracy which they thought was worth mentioning. Since it was a non-directive interview the respondents were frank in giving their opinion on these causes.

Table II shows the Mean, S.D. and the order of ranking given to the causes of illiteracy by the tribals and non-tribals. From Table III it is clear that in the case of tribals, obtained 'F' value 3.58 is higher than 3.37 required to be significant at .01 level for df. 4/476. Hence the hypothesis that the order of ranking given to the causes of illiteracy by the Tribals differs significantly has been accepted.

It is also clear from Table II that the most important cause of illiteracy among the tribals is their poor economic condition, due to which they are unable to join Adult Education Centres. Interview with the respondents revealed that even their primary needs such as food and clothing are not satisfied. Sometimes they go to bed without having had even a morsel of food throughout the day. Their whole day is spent in the struggle to earn their livelihood. This finding is same as that of Srivastava (1973) and Rathnayya (1974).

Social customs and traditions of tribals not finding a place in the educational programmes carried out at the adult education centres is given as the next important cause of illiteracy among the tribals. Interview with the tribals revealed that they are not satisfied with the curriculum because it does not acquaint them with their culture. The finding of Dutta (1983) that teaching and learning strategies—with respect to materials, language, medium of instruction and approach—should be different for tribals also supports the finding of this study.

That the courses at adult education centres do not include knowledge of different professional skills has been ranked as the third important cause of illiteracy by the tribals. In the interview they said that the knowledge of the 3 Rs imparted to these centres is not enough. The tribals do not attend the centres because the courses conducted here do not in any way help them to improve their economic condition.

The factors listed at No. 1 & 5 are perceived by the tribals to be the least important causes of illiteracy among them.

As for the non-tribals, it is again clear from Table III that obtained 'F' value 10.60 is much higher than the value 3.37, required to be significant at .01 level for df. 4/476. Hence the hypothesis that the order of ranking of the causes of illiteracy by the non-tribals differ significantly has been accepted.

Table II shows that the major significant cause of illiteracy among the non-tribals is that the education imparted at adult education centres is not related with the knowledge of different professional skills. The respondents also revealed that while they are financially better placed as compared to tribals they want to increase their professional and vocational efficiency by acquiring knowledge of different skills. They did not find the centres attractive because these laid stress on furnishing the knowledge of the 3 Rs rather than professional skills.

The second important cause of illiteracy among them was that being busy in earning their livelihood, they did not find time to attend these centres.

The interview further revealed that though they realised the importance of education, they had lost all enthusiasm because of the hard work that they had to put in the whole day.

Parents' illiteracy was ranked third by the non-tribals. The causes ranked fourth and fifth did not seem to be important for them.

It is clear from Table IV that the calculated 'r' (−.6) is negative and high. Hence the hypothesis that there exists a significant positive correlation between the order of preference give to the causes of illiteracy among the tribals and non-tribals is rejected. The obtained S.Er, i.e; .29 also shows the representative

Table I
Participation of Tribals and Non-tribals in Adult Education Centres

Year	No. of Centres	No of Male Participants	No. of Female Participants	Total	Tribal Participants Male	Female	Total	Percentage of the Tribals
1980-81	300	7410	1440	8850	348	21	369	4.17%
1981-82	300	5970	3030	9000	295	33	328	3.6 %
1982-83	300	5850	3150	9000	249	111	360	4.0 %
1983-84	300	6240	2760	9900	241	63	304	3.37%

Table II

The Order of Preference to the Causes of Illiteracy

Statements	Tribals Mean	S.D.	Order of Rank	Non-Tribals Mean	S.D	Order of Rank
(1) Parents being illiterate, they do not give importance to the education of their children	2.33	12.69	4	3.14	11.71	3
(2) Due to the poor economic condition, adults do not join adult education centres.	4.19	34.12	1	2.69	14.9	4
(3) Education imparted at adult education centres is not related with the knowledge of different professional skills.	3.25	20.44	3	4.05	26.52	1
(4) Social customs and traditions of adults do not find a place in the Educational Programmes carried out at adult education centres.	3.55	28.66	2	1.85	9.69	5
(5) Being busy in earning their livelihood adults do not find time for adult education classes.	1.51	8.44	5	3.25	19.35	2

Table III

Analysis of Variance Showing the Difference in Preference

Sources of variation	df	Tribals Sums of squares	Variance	F.	df	Non-Tribals Sums of squares	Variance	F.
Between columns	4	535.61	133.90	0.38	4	314.93	78.73	0.06
Between Rows	119	152399 05	1280.66	3.58	119	153000	1285.71	10.65
Residual	476	170158.41	357.48		476	57473.07	120.74	

Table IV

Correlation between the Ranks given to the Causes of Illiteracy by the Tribal and Non-Tribal Communities

Statements	Tribal	Non-Tribal	Calculated	SEr	Interpretation
1.	4	3)			
2.	1	4)			Negative high and
3.	3	1)		.29	insignificant cor-
4.	2	5)	-.6		relation.
5.	5	2)			

characteristic of the sample. The causes of illiteracy among tribals and non-tribals vary. While poor economic condition of tribals is the major cause of their educational backwardness the major cause of illiteracy among non-tribals is their non-satisfaction with the kind and content of the educational programmes planned for the centres. The reason for this is that non-tribals are economically better placed and their monthly income ranges from Rs. 100/- to Rs. 500/- on an average while the monthly income of tribals is below Rs. 100/-. Likewise second, third, fourth and fifth causes as cited by tribals and non-tribals also differ. Finally, it may be concluded that there is a need to improve the economic condition of the tribals and to make provision to include the tribal culture in the educational programmes if the tribals are to be motivated to join these centres.

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Annual Report of Indian Adult Education Association —1984-85

J. C. Saxena

We reproduce here the Annual Report of the Honorary General Secretary of the Indian Adult Education Association as presented at the Association's 38th Annual Conference held in Trivandrum in December 1985. The Report while providing an overview of the Association's activities during the year 1984-85, also recapitulates some of the significant developments in the adult education programme at the national level.

I T is a matter of privilege and great pleasure for me to extend to you all a hearty welcome to the General Body Meeting of the Indian Adult Education Association and to present to you the report of the Association since we met in Varanasi on October 19, 1984.

During the period under review, the Association organised three Zonal conferences, three one-month, and three (out of four sanctioned) seven-day training programmes and 10 six-day programmes, two national seminars, one international workshop, conference & seminar, and one Writers' Workshop, in addition to our regular publications and our experimental adult education centres for women.

During the period significant steps were taken by the Government of India to see that there is no time lag between the basic literacy (Phase I) and reinforcement of literacy skills (Phase II). The Phase I and II of the existing programme involving 300-350 hours and 150 hours of literacy have been combined to form a single learning continuum spread over one year. The basic literacy phase is of eight-month period and the post-literacy of four months. In the post literacy phase of 150 hours efforts will be intensified through village continuing

education centres. In the second year involving a programme of 100 hours spread over one year, programmes of post literacy and follow-up will be activated to enable the learners to reach the stage of self reliance. The provision of some reading material and one daily newspaper in the centre is a welcome step.

Another significant development during the period has been involvement of 84 universities and over 2000 colleges in the adult education programme. The plans are afoot to involve almost all universities and colleges during the Seventh Five Year Plan. The involvement of students and teachers will go a long way in achieving our target of elimination of illiteracy in the age group of 15-35 by 1990.

Zonal Conferences

North Zone

The Association in collaboration with Adult and Social Education Foundation, Rajasthan Vidyapeeth organised the North Zone Conference in Udaipur on February 4 and 5, 1985. It was followed by one-day Seminar on the Role of Adult Education in the Growth of Humanity. Over 80 participants representing voluntary organisations, State Governments, Universities from Punjab, Haryana, Delhi and Rajasthan attended the Conference and the Seminar.

The Conference discussed the problems faced by field agenices in carrying out their programmes, reviewed the nature and extent of cooperation between official and non-official agencies and suggested strategies for promoting and strengthening adult education movement in the region.

The valedictory address was delivered by Prof. D.S. Kothari. Dr. Mohan Sinha Mehta presided over the function.

East Zone

The Association in collaboration with Directorate of Adult Education, Government of Assam organised the Eastern Regional Conference in Guwahati from June 15 to 17, 1985. 52 participants representing voluntary organisations, State Governments, Universities from the States of Assam, Nagaland, Manipur and West Bengal participated.

It was inaugurated by Shri Mukut Sarmah, Minister of Education, Government of Assam. The valedictory address was delivered by Prof. J.M. Choudhary, Vice-Chancellor, Guwahati University.

Central Zone

The Association in collaboration with Asha Kala Kendra and Vidyarthi Vikas Parishad organised the Central Zonal Conference in Mhow on October 26 and 27, 1985.

The Conference decided to form a National Volunteer Corps to involve students and youth and other educated people for the elimination of illiteracy from the country. 108 delegates from the States of Madhya Pradesh, Uttar Pradesh and Bihar attended.

National Volunteer Corps for Literacy

The immediate task of the National Volunteer Corps for the Eradication of Illiteracy will be to organise a short-term campaign to eradicate illiteracy and to create an atmosphere for the emergence of a learning society.

A Standing Committee has been formed consisting of representatives of the national organisations of women, youth, workers, scheduled castes and scheduled tribes.

So far the following institutions have agreed to join :

1. All India Women Conference

2. Indian National Trade Union Congress
3. All India YMCA
4. Indian University Association for Continuing Education
5. Department of Education, Ministry of Human Resource Development

37th Annual Conference in Varanasi

The 37th All India Adult Education Conference on Non-formal Adult Education for Women was held in Varanasi from October 16 to 19, 1984.

It was inaugurated by Smt. Mohsina Kidwai, then Minister of Rural Development, Government of India. Barrister M.G. Mane, President of the Association presided.

It was attended by 350 delegates from 19 States and Union Territories.

Training Programmes

Realising the importance of training in developing favourable attitudes, job competence and confidence the Association organised a number of training programmes during the period under report. It organised three one-month, three seven-day and ten six-day Training Programmes.

One-month Training Programmes

The first training programme was organised in collaboration with Xavier Institute of Social Service, Ranchi from September 20 to October 19, 1985. Twelve key-level functionaries participated.

The second training programme was organised in collaboration with Literacy House, Lucknow from October 14 to November 10, 1985. Eleven persons participated.

The third training programme was organised in the premises of the Asso-

ciation from November 16 to December 12, 1985 in which 15 adult Education functionaries participated.

Seven-day Training Programmes

The first seven-day training programme was organised in the premises of the Association from May 26 to June 1, 1985. 21 participants from Bihar, Delhi, Haryana, Madhya Pradesh, Rajasthan and Uttar Pradesh attended.

The second training programme for the East Zone was organised in collaboration with Bengal Social Service League, Calcutta from September 20 to 27, 1985 and was attended by 20 participants.

The third training programme for the South Zone was held in Trivandrum from October 3 to 9, 1985. 24 participants attended. Dr. K.S. Pillai, Chairman, South Zone organised it and was its Director.

The fourth for the West Zone was held in March, 1986

6-day Training Programmes

Ten six-day programmes were organised during the period under report. They were held :

1) At Imphal, Manipur, in collaboration with Manipur Adult Education Association from October 7 to 12, 1985.

(2) At Sri Nagar, Garhwal, U.P., in collaboration with NAEP unit of Garhwal University from October 11 to 16, 1985.

(3) At the headquarters of the Association in New Delhi from October 24 to 29, 1985.

(4) At Indore in collaboration with Asha Kala Kendra, Mhow from November 3 to 8, 1985.

(5) At Guwahati in collaboration

with Government of Assam, from November 4 to 9, 1985.

(6) At Jhabua, M.P. in collaboration with Asha Kala Kendra, Mhow, Indore from December 1 to 6, 1985.

(7) At Udaipur in collaboration with Rajasthan Vidyapeeth from December 7 to 12, 1985.

(8) At Calcutta in collaboration with Bengal Social Service League, Calcutta from December 7 to 12, 1985.

(9) At Faizabad U.P., in collaboration with Awadh University, Faizabad, from December 8 to 13, 1985.

(10) At Tirupati in collaboration with Department of Adult & Continuing Education, Sri Venkateswara University from December 10 to 15, 1985.

Natonal Seminars to Review the Draft Report of Research Projects

(i) The draft report of the Research Project on Study of Research in Adult Education was finalised during the period under report. To discuss the draft report a National Seminar was convened in New Delhi on February 9 and 10, 1985. 25 participants representing Department of Adult/Continuing Education of Universities, SRCs, Directorate of Adult Education and members of Research Advisory Committee of IAEA, participated.

(ii) The Association organised a National Seminar to review the Draft Report on Study of Relationship between the Period of Learning and Level of Literacy and Reading Interests of Neoliterates in New Delhi on July 16 and 17, 1985.

The reports of both the research projects have been published.

Workshop for Secretaries of National Associations of Asian and Pacific Region

A training workshop for Secretaries of National Associations of Asian and Pacific Region was organised by International Council for Adult Education (ICAE), Asian South Pacific Bureau of Adult Education (ASPBAE) and Indian Adult Education Association (IAEA) at Surajkund, Haryana (near New Delhi) from September 4 to 6, 1985.

The participatory residential workshop discussed the following :

(a) the roles and functions of the Secretary of the Association;

(b) the difficulties experienced in playing these roles;

(c) management, organisational and development skills needed for effectively playing the roles of a Secretary;

(d) the relationship of the Secretary with other office bearers of the Association; and

(e) difficulties faced in promoting adult and non-formal education in various countries.

13 participants representing the National Associations of Bangladesh, Fiji, Hong Kong, India, Macau, Nepal, Pakistan, Singapore and Sri Lanka attended the workshop.

Celebration of International Literacy Day and 21st Birth Anniversary of ASPBAE

The Association joined with Delhi Administration in celebrating the International Literacy Day and 21st Birth Anniversary of Asian South Pacific Bureau of Adult Education in New Delhi on September 8,1985. Dr. Prem Kripal, former

Chairman of Unesco Executive Board and former Education Secretary was the chief guest and Shri Kulanand Bharati, Executive Councillor (Education), Delhi Administration presided.

In addition to partcipants from India, delegates from 17 Asian and Pacific countries attended the function.

Asian Pacific Seminar on the 'Role of Adult Education and Mass Media for Civic Education'

The five-day Asian Pacific Seminar on the "Role of Adult Education and Mass Media for Civic Education" which concluded in New Delhi on September 14, 1985 stressed that the problem of Adult Education should be viewed from the angle of human resource development and all necessary inter-departmental links should be developed.

The Seminar hoped that adult education will be able to bring about the necessary attitudinal changes, enabling the poor and disadvantaged sections to organise themselves in order to improve their own lot, to receive justice and to reduce disparities.

The seminar recommended that mass programmes of adult education can create the necessary motivation enabling people to become not only functionally literate but also learn the necessary skills, take advantage of the scientific and technological developments and to improve their productivity and living standards.

In order to improve the quality of life and standard of living of disadvantaged people it is essential that the citizens are made aware of their rights and responsibilities as enshrined in the constitution of their countries. But, in order to do this people should be provided knowledge about their civic, political, economic, cultural and social rights along with their responsibilities.

The seminar suggested the use of traditional and folk media, drama and comics to give civic education to the people. It suggested that distance education should also be tried.

The seminar called upon UNESCO, ASPBAE and other international organisations to give more attention to arouse awareness for civic education in the region.

The seminar recommended that removal of inequality, injustice, poverty and exploitation, and promotion of awareness, social justice, and international understanding could be the major concerns of civic education programme.

It was inaugurated by Dr. A.T. Ariyaratne, Chairman, ASPBAE and a noted Sarvodaya Leader from Sri Lanka. Barrister M.G. Mane, President of the Association, presided.

The seminar jointly organised by UNESCO Regional Office of Education for Asia and Pacific (ROEAP), Bangkok, Asian South Pacific Bureau of Aduļt Education (ASPBAE) and Indian Adult Education Association (IAEA) was attended by about 100 delegates from 17 countries in the region, i.e, Australia, Bangladesh, Bhutan, China, Fiji, Hong, Kong, India, Korea, Malaysia, Macau Nepal, Pakistan, Philippines, Singapore, Sri Lanka, Thailand and West Germany.

A souvenir on the occasion was also published.

Experimental Centres for Women in Delhi

The Association launched five experimental adult education centres for women in Dehli to incorporate all the three components of adult education. The project aims to enable the women to learn the basic skills of reading, writing and numeracy and through that process also learn the basic skills to

enhance their economic status and improve their family living including food and nutrition, home management, mother and child care, population education and environmental education.

A four-day training programme for the functionaries was also organised in January 1985. It was inaugurated by Shri S.K. Tuteja, Director, Directorate of Adult Education, New Delhi. Resource persons from the Directorate of Adult Education, Government of India, Directorate of Education and Social Welfare, Delhi Administration and Lady Irwin College, Delhi and from IAEA itself imparted the training.

Writers' Workshop

The Association organised a Writers' Workshop at Suraj Kund (Haryana) from November 2 to 5, 1985. 12 Hindi writers attended. 14 manuscripts were produced during the workshop. 8 manuscripts are under print.

Lecture-cum-Discussion on Adult Education in China and North Korea

The Association organised two lecture-cum-discussions on adult education in China and North Korea during December 1984. Shri S.K. Tuteja, Director, Directorate of Adult Education spoke on 'Adult Education in China' and Shri J.C. Saxena, Hony. General Secretary, IAEA and Dr. V. Venkata Seshaiah, Addl. Director, Directorate of Adult Education on 'Adult Education in North Korea'.

Symposium on Role of Shramik Vidyapeeths

The Association in collaboration with Bombay City Social Education Committee and Shramik Vidyapeeth, Bombay organised a symposium on the Role of Shramik Vidyapeeths in the Education of Industrial Workers in Bombay on February 24, 1985. Over 50 persons from various parts of the country attended.

Dr. (Smt.) Chitra Naik was the chief guest on the occasion. Barrister M.G. Mane, President, IAEA presided.

Workers' Education

The Association with financial assistance from the Central Board for Workers Education organised four one-day non-residential schools on various aspects of workers' education from February 12 to 15, 1985.

The following subjects were covered:
1. Population Education,
2. Aims and Objects of Trade Unions,
3. National and Social Goals of Trade Unions,
4. Organisation and Administration of Trade Unions.

Over 80 industrial workers participated in these programmes.

Publications

Books

The following books were brought out during the period under report :

English
1. Non-formal Adult Education for Women
2. University Adult Education
3. Adult Education for Parliamentary Democracy
4. ASPBAE Comes of Age
5. Unity in Diversity : Role of Adult Education
6. Adult Education Research in India
7. Study of Relationship between Period of Learning and Level of Literacy and Reading Interests of Neo-literates.

Hindi
8. Marjad
9. Narak Aur Swarg
10. Sapna
11. Sukh Kahan

12. Ansoo Ban Gaye Phool

Periodicals

The IAEA during the period under report continued to publish the following monthly Journals/Newsletter ;

(a) Indian Journal of Adult Education
(b) Proudh Shiksha
(c) IAEA Newsletter
(d) Jago Aur Jagao

UNESCO Travel Grant

Under UNESCO Travel Grant for Leaders in Workers and Cooperative Education the following two nominees of the Association visited Thailand, Singapore and Malaysia during September-October, 1985.

1. Shri B.S. Garg, Udaipur
2. Smt S.A. Kulkarni, Bombay

Nehru Literacy Award

The Nehru Literacy Award for 1984 was presented to Shri Mushtaq Ahmad in New Delhi on August 30, 1985 for pioneering work in adult education. A souvenir on the occasion was brought out.

The 1985 Nehru Literacy Award was presented to Dr. S.C. Dutta during the inaugural function of the Conference on December 20, 1985 at Trivandrum.

Zakir Husain Memorial Lecture

In 1984 Zakir Husain Memorial Lecture was delivered by Dr. M.L. Shahare, former Chairman of the UPSC in Varanasi. The theme was "Eradicating Women's Illiteracy : A Challenge"

The 1985 Zakir Husain Memorial Lecture was delivered by Shri P.K. Patnaik, Joint Secretary, Department of Education, Ministry of Human Resource Development on December 21, 1985 in Trivandrum.

World Assembly on Adult Education in Argentina

Barrister M. G. Mane, President, IAEA and Shri J. C. Sexena, Hony, General Secretary, IAEA attended the World Assembly on Adult Education at Buenos Aires, Argentina from November 24 to 30, 1985 at the invitation of I.C.A.E. (International Council of Adult Education).

Service to Members

The Association continued to provide information on various aspects of adult education in India and abroad to both organisational and individual members. This has helped many of them in planning and organising their programmes.

It continued to supply on request books and photostat copies of articles published in our Journal and other journals.

It invited its member organisations to nominate persons for the training and orientation programmes by the National Institute of Public Cooperation and Child Development (NIPCCD) and some other institutes in the country.

The Association also sent to its members the issues of ASPBAE Courier during the period under report.

New Members

During the period under report 36 institutions joined the Association as members, 48 individuals became life members and 62 yearly members.

During this period, Shri J.L. Sachdeva, acting Director, besides his normal duties at the Head Quarters of the Association, performed a number of special assignments. He attended the National Seminar on Population Education at Aligarh Muslim University on March 5 and 6, 1985, participated as

Resource Person in Orientation/Training Programme for the College Principals and Lecturers at Magadh University, Bodhgaya from April 22 to 25, 1985, attended the National Conference on Cooperative Education in New Delhi on Appril 19, 1985, participated as a Resource Person in the Training Programme organised by Dr. A. V. Baliga Foundation, New Delhi in April 1985, participated as a Resource Person in the Training Programme for College Principals, Lecturers and Supervisors organised by the Awadh University in Akbarpur on June 25 and 27, 1985, participated in the National Conference on Population Education in Lucknow organised by the Directorate of Adult Education, Government or India, from August 5 to 7, 1985, acted as a Co-Director in Orientation Programme of Key-level Functionaries organised by All India Committee on Eradication of Illiteracy among Women in New Delhi from September 24 to 30, 1985, and participated as a Resource Person in the training course on Women's Cooperative Mobilisation Project organised by the National Cooperative Unit of the India and Swedish Cooperative Centre in New Delhi on November 21, 1985.

Foreign Visitors

a) A team of four population educators from Afghanistan visited the Association on December 5, 1984.

(b) Delegates of ASPBAE Seminar on the "Role of Adult Education and Mass Media for Civic Education" visited the Association on September 13, 1985.

(c) A three-member delegation from Nigeria visited the Association on September 9, 1985.

(d) Delegates of UNESCO Regional Training Workshop in Literacy visited the Assocation on November 1, 1985.

(e) Mr. Robert Wadden, World Literacy, Toronto, Canada, visited the Association on November 21, 1985.

Finance

The financial position of the Association continued to be stable during the period under review. The income and expenditure were evenly balanced.

The major sources of income were grant from the Ministry of Education (Rs. 72, 320), rent (Rs. 4,00,176), sale of publications (Rs. 50, 607. 15) and membership fees (Rs. 22, 465. 50)

The main expenditures were : Establishment (Rs. 1, 93, 007), English Journal (Rs. 1,03,414). Hindi Journal (Rs. 54, 590), Publication of Books (Rs. 20, 774), Newsletter (Rs. 29, 748), Building Maintenance (Rs. 85, 911), Zonal Conferences (Rs. 8, 609), Annual Conference (Rs. 14, 340) and Library (Rs. 15, 309).

I am grateful to all institutional members and individual members of the Association who helped us in organising the Zonal Conferences and Training Programmes in various parts of India. I thank them for their sustained interest in our activities. I would like to put on record my appreciation for the guidance and cooperation provided by our President and Members of the Executive Committee in the effective functioning of the Association. I offer my special thanks to Dr. S.C. Dutta, our Treasurer for his devoted work at Headquarters

Saraf New VC of Sri. Sathya Sai Institute of Higher Learning

Dr. S.N. Saraf, former Educational Adviser, Planning Commission, Government of India has taken over as Vice-Chancellor, Sri Sathya Sai Institute of Higher Learning (deemed university) in Anantpur District in Andhra Predesh.

Dr. Saraf was Senior Consultant to the International Institute of Educational Planning (IIEP), Paris during 1979 to 81.

Dr. Saraf was UNESCO-UNDP Adviser on Educational Policy and Planning to the Government of Bhutan during 1982-83. He was Visiting Consultant to the National Institute of Educational Planning and Administration (NIEPA) during 1983-85.

Dr. Saraf is a life member of the Indian Adult Education Association.

Adult Education in the Seventh Plan

Chapter ten in the Seventh year Five Plan is on Education, Culture and Sports. The portion on Adult Education in the Chapter is being reproduced below for our readers.

Eradication of adult illiteracy and the development of a programme of continuing adult education is a major thrust area in the Seventh Plan. The task of covering all the illiterates in the age-group 15-35 years by 1990 is a formidable one. As motivation of the learner is crucial for success and as the number to be covered is about 90 million, the strategy to achieve the goal can only be through a mass movement involving social institutions, voluntary organisations, students, teachers, employers and the community. This programme will also have to be linked effectively with various development programmes especially the Integrated Rural Development Programme (IRDP). Active participation of village panchayats, mahila mandals, community centres, etc. is essential. Employers will be required to impart necessary functional education to all their illiterate employees. The programme of Nehru Yuvak Kendras (NYK) and the National Service Scheme (NSS) will also focus on eradication of illiteracy. Programmes for motivating the learners by holding community meetings and through publicity, through posters, films, broadcasting etc., will be implemented on an adequate scale and with sufficient intensity to create a conducive climate. A network of libraries and the development of literature for neo-literates will also be initiated as a follow-up programme to avoid lapse into illiteracy. Community participation in all literacy programmes will be an essential feature from village level upwards to give proper direction and orientation and lend effective support to this national programme.

Another aspect of education of adults relates to training in functional skills relevant to their respective economic activities. Programmes for this purpose will be strengthened and adequate resource support provided for organising technical and vocational skill-based courses for the benefit of adult learners through Shramik Vidyapeeths and other similar institutions. As a part of the post-literacy and follow-up services,

Seventh Plan Outlay by Major Heads of Education

(Rupees in Crores)

S.No.	Major Head	Centre	States	Union Territories	Total
1	2	3	4	5	6
1.	General Education of which M N.P. Component	1518.64	2863.18	393.48	4775.30
	(a) Elementary Education	(100.00)	(1549.05)	(181.40)	(1830.45)
	(b) Adult Education	(130.00)	(227.66)	(2.34)	(360.00)
	Total Outlay on MNP Component	(230.00)	(1776.71)	(183.74)	(2190.45)
2.	Technical Education	220.00	388.12	73.67	681.79
3.	Art and Culture	350.00	114.86	17.26	482.12
4.	Sports and Youth Services	300.00	122.55	20.88	443.43
	GRAND TOTAL	2388.64	3488.71	505.30	6382.65

short-duration condensed training courses will be organised for upgrading the skills of the neo-literates and for increasing their awareness of various social events. The existing programmes on rural functional literacy and state adult education programmes and various training programmes for adult learners will be consolidated and dovetailed in the new mass movement programmes of adult education. Citizenship education including adult education, will be a necessary part of the entire education system, and will be specially promoted.

"Each One Teach One" in Adult Education Stressed

The Lt. Governor of Delhi, Shri H. L. Kapur emphasised that each and every member of the community should take upon himself or herself the task of making atleast one adult illiterate literate in a year.

Shri Kapur was inaugurating the one-day Seminar on 'Adult Education as a Mass Movement' organised by the Delhi Adult Education Association in collaboration with the NSS Unit of Delhi University in Delhi on February 22, 1986. He also stressed the need to start Library-cum-Reading Rooms so as to provide means for self education for all. He offered financial assistance to the Delhi Adult Education Association for this work.

Shri Purushottam Goel, Chairman, Delhi Metropolitan Council presided over the meeting. He said that development of personality should be the ultimate goal of Adult Education.

Earlier, Shri J.R. Jindal, President, Delhi Adult Education Association in his welcome address gave an account of the activities of the Delhi Adult Education Association for the last 15 years and assured full cooperation of the Association in eradicating illiteracy in the age-group of 15-35 by 1990. He emphasised the need to take up Adult Education as Mass Movement.

In the post inaugural session Shri J.L. Sachdeva, Dr. (Mrs) Bannerji and Dr. N.A. Ansari spoke on the theme of the Seminar.

Shri S. Milind, Honorary General Secretary, DAEA proposed a vote of thanks.

National Awards for Posters on Adult Education

Prof H.M. Asai of Aurangabad has won the first prize of Rs. 5000/- for his Marathi entry in the Third National Poster Competition on Adult Education organised by the Directorate of Adult Education, Government of India. The second prize of Rs 3,000/- has been won by Shri D.T. Jagtap of Guwahati for his Hindi entry while Shri Radhakrishnan of Quilon, Kerala has won the third prize of Rs. 2,000/- for his Malayalam entry.

In All 433 entries were received for the competition in various Indian languages.

The competition was started by the Directorate of Adult Education in the year 1983 with a view to stimultating and encouraging creative artists all over the country to prepare visual motivational material on adult literacy.

— motivating the citizen to take an active part in the communication processes of the mass media

— making it possible to express individual needs through the open channel

— finally making the new media into really public services" (HUTHER 1983. 28).

We must certainly support those who are calling for intensive research into the use of new media in continuing education. But it would be absurd if, alongside such research and whilst making practical use of the new media and thinking about them, we do not work out an independent realistic attitude as teachers to the possibilities and risks of the new media in continuing education. ●●●

The task before adult educators is stupendous and the desired results can be achieved only if the efforts by our people are imaginatively harnessed, coordinated and purposefully directed. The programme to have real demand from the people must be associated with development programmes resulting in immediate economic benefit or skill development or employment. ●●●

and other places where we organised our programmes. I am thankful to Prof J.C. Kavoori and other eminent persons associated with our publication programmes and research projects for their valuable guidance and support. I am thankful to the staff of the Indian Adult Education Association for their dedicated services. ●●●

I.A.E.A. BOOKS IN ENGLISH

		Rs. P.	U.S. $
1.	Seminar Technique (1966)	1.00	0.50
2.	Recreational and Cultural Activities in Social Education (1969)	3.50	1.25
3.	Libraries in Social Education (1959)	3.50	1.25
4.	Workers' Education Abroad (1965)	2.00	1.00
5.	Towards a Dynamic Adult Education Programme (1981)	5.00	2.00
6.	Adult Education Development and the NAEP (1980)	5.00	2.00
7.	Handbook for Adult Education Instructors (1980)	4.00	2.00
8.	Research in Adult Education (1983)	25.00	7.00
9.	Towards a Comprehensive Adult Education Programme (1983)	30.00	.7.00
10.	Authentic Development : Role of Adult Education (1983)	7.00	2.00
11.	Unity in Diversity : Role of Adult Education (1985)	10.00	2.00
12.	On to Eternity Vol I (1959 ; reprinted 1984)	25.00	7.00
13.	On to Eternity Vol III (1974)	6.00	2.00
14.	Non-Formal Adult Education for Women (1985)	10.00	2.00
15.	University Adult Education (1985)	25.00	5-00
16.	Adult Education for Parliamentary Democracy (1985)	15.00	4.00
17.	ASPBAE Comes of Age (1985)	25.00	5.00
18.	Adult Education Research in India (1984)	40.00	7.00
19.	Study of Relationship between the Period of Learning and Level of Literacy and Reading Interests of Neo-Literates (1985)	40.00	7.00
20.	Development among Rural Women : A Guide Book (1985)	10.00	2.00
21.	To Light a Candle (1979)	18.00	5.00

Orders may be sent to

INDIAN ADULT EDUCATION ASSOCIATION
17-B, Indraprastha Estate, 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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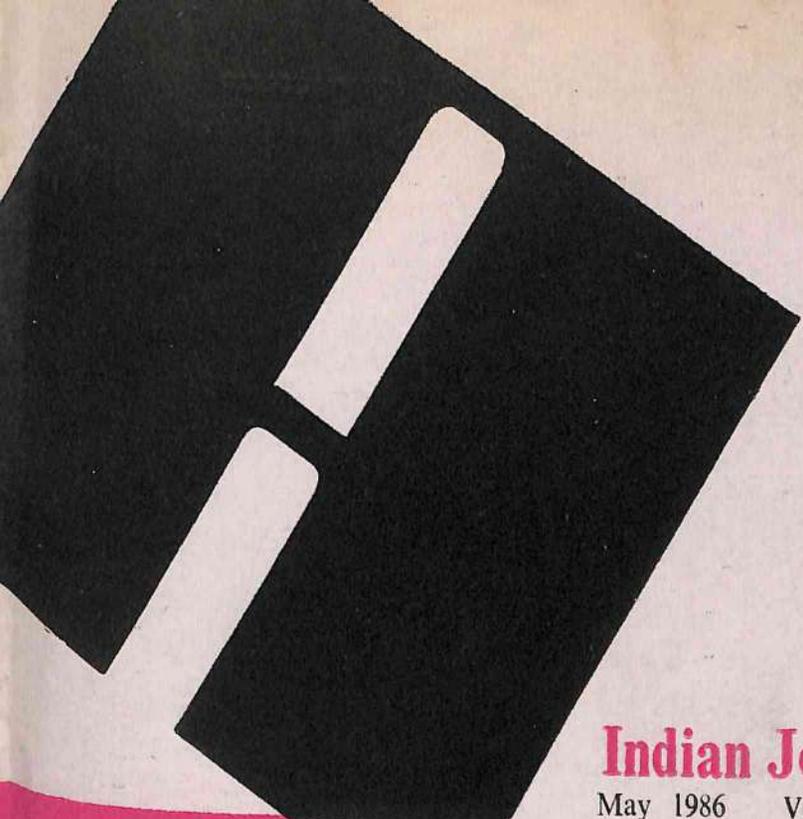
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"*Literacy is essential for personal and national progress. Our young men and women could render no better service than to take the gift of education to the people who are in need of it.*"

Rajiv Gandhi

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PRIME MINISTER
MESSAGE

Literacy is essential for personal and national progress. We have, it is true, millions of illiterate people in our land who are imbued with wisdom. But if they were able to read, they would be even better persons, less liable to being exploited and misled by others. Education gives greater inner strength to people. It also helps them to improve their skills.

Our Seventh Five Year Plan and our New Education Policy attach great importance to programmes of literacy and social education.

The success of our endeavours requires the full involvement of teachers, students, youth and voluntary organisation. It will also make full use of the newly developed communication facilities and media insights.

I am glad that a mass literacy programme is being launched on a nationwide basis with the voluntary participation of 300,000 college students during their summer vacation this year.

Our young men and women could render no better service than to take the gift of education to the people who are in need of it. I give them my good wishes.

—RAJIV GANDHI

NEW DELHI
MAY 9, 1986

*"So long as the millions live in hunger
and ignorance I hold everyman a traitor
who having been educated at their expense
pay not the least heed to them".*

—**Vivekananda**

INDIAN JOURNAL OF ADULT EDUCATION

CONTENTS

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Dr. (Mrs.) Inder Prabha Sharma is teaching in the Department of Education, Panjab University, Chandigarh, and **Mr. Sushil Kumar Patel** is a student in the same Department.

Towards a Universal Learning Environment

Prime Minister Shri Rajiv Gandhi's message at the time of launching the Mass Movement for Functional Literacy this summer is not only welcome for its timeliness, especially as it comes from the Head of the Government but for its ringing affirmation of the critical importance of education and particularly adult education in changing people's lives.

He goes beyond the understanding and identification of adult education as a measure for developmental change. In his inimitable, direct and simple way, he describes adult education as having the quality of force of giving inner strength to people. This is the most basic way to look at adult education. In the ultimate analysis what is important is not what people do after being educated but what happens to them inwardly. While the two are inter-twined in the very nature of things, a profound and meaningful change within makes all the difference in the world. It is recognising the fact that fundamental changes within man himself are basic in all that is truly adult education and its processual and programme manifestation.

While it is most laudable that two lakhs would be hopefully involved in what can be described as a mass campaign (miscalled as "Mass Movement") what is important is, to put in the words of the learned Minister for Human Resource Development, Shri P.V. Narasimha Rao, to create and sustain, "a universal learning environment" and mass campaigns would be just one important component of creating such an environment.

Galvanising lakhs of college students for adult education even if it is for a short period from year to year would have the value of highlighting the problem of illiteracy on a massive scale but more than that it would sensitize several thousands of the lakhs inolved in a serious way about the yawning gaps that manifest themselves in the developmental process of the coutry because of lack of education on the part of millions in this country. This is no ordinary gain and for this reason the NSS programme of Mass Campaign is most welcome.

The central challenge of such mass campaigns is manifold. First of all there is the need for making these campaigns part of the development process of the country beginning from the local to the national. These should prove meaningful to the likely beneficiaries themselves and not what the adult educators or bureaucracy think

or desire. And as far as possible the people themselves should be helped to articulate about what kind of education and learning would be desirable from their point of view.

The problem of illiteracy is both vast and complex. Mass campaigns of students and others are at best stepping stones to achieve the goals of making India illiteracy-free. They are not the whole answer. What is necessary is a change in the ethos and priorities of adult education itself. In spite of loud declarations adult education is not yet a critical priority, this of course is not to deny the increase in the allocation in the Seventh Five Year Plan. The philosophical framework of using education for developmental change is echoed more realistically and seriously than in the Plans before. It remains to be seen as to what follows next. Mass campaigns in themeselves are not adequate. What is necessary is the systemic change in education, a point repeatedly made in these columns. What goes on daily for educating adults, be it through special opportunities on television, radio and other measures should be rooted in change that is vital to inner needs of man.

It is time we related Shri Rajiv Gandhi's vision of adult education to the practice of what goes in the name of adult education. Literacy is not just supplying a need. It is an organic implant that changes man in a basic way. That is what the Prime Minister is talking about. It is not just a message to the students, it is a clarion call to the nation.

Mass Movement for Adult Literacy : Formidable Tasks

Ramlal Parikh

*With the launching of the mass pro-
gramme of functional literacy involving
college and university students by the
Government of India from May 1, 1986,
enthusiasm for the cause has been
generated afresh. The foremost task
now for those already involved in literacy
work is to transform this programme
into a movement by involving every
literate person; and more importantly to
ensure that "the upsurge that will grow
as a consequence of the campaign does
not collapse soon". For such tasks can
be accomplished only if the effort is
inspired by a fervour, a passion, that our
countrymen displayed when they set out*
to achieve freedom for the country,

*The Vice-Chancellor of Gujarat Vidya-
pith proposes a dynamic strategy in
keeping with the urgency and magnitude
of the problem.*

THERE are clear indications from the
experiences of conduct of adult-
literacy programme in India :

—Slow and tardy manner of running
this programme does not create
a sense of involvement among
the people.

—There is no environmental support
to this programme, therefore it
does not stimulate learners.

—Involvement of grass-root volun-
tary agencies and educational
institutions is very marginal.

It is necessary to rectify this imme-
diately by transforming the adult lite-
racy programme into adult literacy
movement. It should be done on a
massive scale. Enough preparation
should be made to ensure that the up-
surge that will grow as a consequence
of the campaign does not collapse
soon. This will require preparations
not only for launching the campaign
but for sustaining it through canalising
its output by institutionalising post-
literacy programmes on a standing
long-term basis. It is this post-campaign
institutional planning that needs to be
settled as a pre-campaign step.

It will be a great motivational stimu-
lus if the illiterates know that unless

they acquire literacy within a stipulated period of three to four years, they will be deprived of it for ever. So a firm declaration should be made that elementary literacy programme will end in 1990 in any case. This should be widely made known to everyone.

Second step will be to announce that the campaign will cover all villages below the population of 1000 in this programme through adult literacy community projects. Every such village should be in the charge of whole-time organiser who will run four classes a day and will ensure that in three years not a single illiterate remains without acquiring basic literacy. Village after village which succeeds in abolishing total illiteracy should be declared as *niraksharta mukta* village and those who do it earlier should be given prizes in a public function after thorough scrutiny of all illiterates.

All voluntary agencies and educational institutions from high schools to colleges should involve themselves in a spirit of partnership and not as a patronage. Each agency should be given a specific village or *mohalla* on the basis of area-project and not on the basis of number of classes as at present. They should be helped to use all methods—class-room teaching, mobile teaching, sslf-learning programmes, etc., depending on the local situation. The existing atmosphere of distrust in voluntary agencies will have to be replaced by an atmosphere of mutual confidence.

In order to ensure that programme does not get frequently derogated by uninformed criticism, leaders of all political parties—parliamentary and organisational heads both—should be brought into national consensus in its favour.

Measures for environmental support :

—Publishing a wall-paper in non-verbal style for illiterates in all major regional language dailies through advertisements every week.

—Daily lessons on T.V.

—Big hoardings on all highways and rail/bus stations and bus-stops of State highways, and where possible at the entrance of the villages.

—Similar big posters should be displayed in all primary schools, co-operatives, credit societies and panchayats.

—Literacy fairs and exhibitions along with *krishi melas* (agricultural fairs) and tribal weekly markets should be organised.

—Making available self-learning literacy kit at nominal price.

—Wide publicity to literacy convocations.

—*Saksharta Jyot* (literacy flume) to continuously move on in each district.

—*Sakshar bano padyatras* (Marches/walks to inspire public to become literate.)

—Puppet shows.

—*Bhavais* (a form of folk drama of Gujarat)

High school / higher-secondary students and college students should be involved in a big way in conducting week-end *padyatras*, cycle-marches, etc., to go in villages and slums.

Students should be invited only in literacy work by working in an institutional neighbourhood or adopted

areas through programme of 12 hours a week with a total of 25 weeks. They would thus impart intensive literacy education through a special condensed programme of 300 hours in one semester. These students may be given option to work in this way in lieu of one paper of their course and may be evaluated on the basis of their field-work diary and final project report that they prepare.

For college students there should be a facility to even opt for a whole semester to prepare a dissertation while actually acting as instructors in an assigned area. Their dissertations may be evaluated and accepted in lieu of a paper.

Those rural colleges which undertake eradication of illiteracy should be recognised as Community Colleges. The colleges with an average enrolment of less than 250 would be well-motivated towards community-service programmes and easy to manage. They should all be alloted literacy area projects. There are at present more than 2000 such colleges.

Some universities can adopt a whole district for eradication of illiteracy.

Some linkages and institutional changes imply :

(a) Programme to be condensed in 100 hours, in first round and to 50 hours in second round for renewal and refresher stage.

(b) Community Education Centres for post-literacy work with full-time organisers should be established in every village/*mohalla* from now so that an illiterate learner knows about his next entry point.

(c) All those who acquire basic literacy should be enabled to join NFE classes.

(d) All primary teacher training institutions should make literacy work integral to teacher training. Those who accept it should be given preference in appointment as primary teachers.

(e) After post-literacy programme neo-literates should be enabled to appear in elementary Class IV studies through distance education. This should be further followed up to make them eligible in Class VII or VIII exam through distance learning.

All industries should open Adult Literacy Centres in their factory and workers' colony. Expenditure on this should be exempt from income-tax for atleast three years. Digvijay Cement Factory at Jamnagar is running such centres. Similarly, all co-operative societies can also be involved by asking them to adopt an area for total eradication.

All health centres and their sub-centres should also run adult literacy classes so that family planning is integrated with adult literacy programme.

All Krishi Vigyan Kendras KVKs should be involved in a similar way.

To sum up, the adult literacy programme should not be dependent only on enrolment in classes but should permeate the entire environment through multiple ways of learning. ●●●

The Problem of Reservations: Economic Backwardness or Social Injustice ?

D. L. Sheth

Whatever the immediate priorities, adult education is essentially rooted in social issues—the most crucial of which is the gap between haves and have nots—and cannot be successful unless it is backed by a concern for the unprivileged on the part of the privileged. The reservation policy meant to be an expression of such a concern, of late has acquired a sensitivity capable of leading to uncontrollable violence. We reproduce here the 1986 M.N. Roy Memorial Lecture delivered by the author at the Gandhi Peace Foundation to give our readers a deeper insight into the issue.

THE Mandal Commission submitted its report in 1980. The policy of reservation has, in the course of the last five years become one of the central issues in Indian politics. The issue is no longer confined to the precincts of legislatures and courts, but has generated a lot of heat outside them. It is now being widely debated among the intellectual, journalistic and professional circles, and in some parts of the country it is being fought in the streets. In the process, many new facets of the issue have come to light; long term issues of both policy and value are being raised; intricate arguments challenging the very rationale of the policy, modes of its implementation and even its constitutional validity have begun to emerge. What is being challenged is the very legitimacy of a policy which was enshrined in the Constitution, and has so often been reiterated since across the party and ideological spectrum.

It is not possible for me to cover all aspects of this debate in their various details in the course of one lecture. I shall, therefore, confine myself only to some major aspects of the current debate on reservations and their impli-

cations for the future of our political system. With this purpose in mind I propose to do three things. First, I shall try to locate the current debate in the larger universe of discourse which, in my view, has considerably changed since the beginning of the eighties and has a great bearing on how the problem of reservations is perceived today. Second, I shall examine the policy itself with a view to identifying certain political and value dimensions that underlie the current debate. Third, based on this analysis I shall conclude the lecture by making some suggestions for bringing the policy closer to the wider political and societal goals and values expressed in our Constitution so that the policy can, hopefully, become more effective and acceptable.

I

Since the beginning of the eighties, and more particularly with the change of regime when Mr. Rajiv Gandhi came to power, there has been a distinct transformation in the overall climate of elite opinion in our country. In my view, the recent opposition to the policy of Reservations is related to this change. It is for this reason that, despite the record of thirty-five years of tardy and half-hearted implementation, the policy of Reservations has now suddenly come under attack from various quarters of the elite.

No doubt, there has always existed an opinion which opposed the policy right from its inception, on the ground that it undermined the principles of merit and efficiency in civil service and in public life. But until recently, this was held to be an opinion of the social conservatives on the fringe of our society. Such an argument against Reservations appeared to represent the vested interest of some upper-caste minorities who in any case faced the prospect of being dislodged from their claim to power and privilege based on the accident of birth. The so-called considerations of merit and efficiency, detached as they were from the historical situation of handicaps suffered by the groups for centuries, both in the fields of learning and occupations, did not appeal to sensibilities of the intelligentsia of the fifties and the sixties. They saw the argument as one for perpetuating the inequitous and unjust social order based on caste hierarchies. The makers of India's Constitution held such an argument to be theoretically and juridically an unsound basis for building an edifice of a new political and social order embodying the values of equality and social justice.

That for all these years the argument against Reservations did not acquire any political salience was, however, not due to the fact that the argument was intrinsically devoid of any logic. No such argument ever is. Any preconception grounded in interest can summon logic and reason in its support. It can also gain ideological support of an abstract kind as indeed was the case with the early proponents of modernization and "progress". What it can not do is to muster political support in its favour when the overall climate of opinion runs counter to it. The climate of elite opinion that prevailed at the time of Independence, and which, in some sense continued until recently, seems to have changed. The argument against Reservations is now finding support from hitherto unexpected quarters. They include a section of intellectuals, journalists and honourable judges of the higher courts; professionals like doctors, engineers,

lawyers and even quite a few politicians across the party spectrum who have yet not come out openly against the policy but are surreptitiously supporting the agitations of the anti-Reservationists. To be sure, the grounds for opposition to the policy held by the different sections of the elite opposed to Reservations are not the same. Nor is the opposition any longer confined merely to the old argument of merit and efficiency. For example, while, the intellectuals of the Left find Reservations an impediment to the process of class-formation and class-struggle based on economic interests, those on the Right hold that Reservations curb initiative and enterprise among the backward communities. The argument is that such communities, have now learnt to depend almost exclusively on the provision of Reservations.

This shift in elite opinion, as I have already mentioned, is related to the wider changes that are taking place in the political orientation and attitudes of our elites. As a result, a climate of opinion is building up which sustains not only the argument against Reservations, but various other arguments that question our established understanding of some basic issues and concepts such as secularism, federalism, equality and social justice. In the process, the role of the Indian State and Constitution is being redefined in accordance with the changed elite conceptions.

It is tempting to examine at length this change in the climate of elite opinion and its implications for our political system. But I would, for want of time and fear of digression, deal with it only illustratively and somewhat cursorily. When I speak of the changed climate of elite opinion, I do not, for a moment, imply that a new elite consensus has already emerged on the basic issues facing the country. Nor am I suggesting that there now exists a homogeneity of perspective and values among the different kinds of elite. I am simply saying that the understanding—or consensus, if you will—which existed among the elites on some very basic issues during the fifties and sixties has ceased to operate during the last decade or so. That understanding maintained a level of public discourse and gave currency to a political language which joined elite perceptions of change and the material aspirations of the masses. That link is now broken. In its place, we have a fractured dialogue, in which some old doubts and apprehensions on these issues are being revived, and new questions are being formulated in a political language which is also new. This new language has yet to achieve the coherence and perfection which is needed for a consensus to emerge—this is why I prefer the phrase 'climate of opinion' to describe such change—but it is proving fairly successful in building up legitimacy for a package of new policies. The new political language also provides legitimacy to middle-class protests and agitations against the policies based on the old understanding.

The recent agitations of the anti-Reservationists and the new policies that deprive the poorest among the poor of their livelihood, their dwellings (even in slums or forests) and their access to education and health, mark only the beginning of a process. Different aspects of this process add up to a paradigm of rapid change. In this process, policies are formulated without any built-in provisions or safeguards

for the massive population of the poor who are going to need a great deal of protection for their very survival, not to speak of development. But such a notion of safeguards seems archaic to our new elites; even the low level of protection provided in our Constitution for the various categories of the population appears to them to be a case of over-protection.

The changed elite sensibilities and attitudes are not informed by any coherent ideology, but nevertheless they have a material base. That base is rooted in the emerging structure of interests represented by a significantly enlarged middle-class whose ranks, by and large, are filled with the erstwhile castes of the *dwijas* and, more so, the upwardly mobile sections of some *sudra* castes. In brief, the enlarged middle-class now comprises the social groups which have benefited from three decades of urban-industrial expansion, the relatively greater expansion of higher education and technical education, a significant growth of new occupations and professions and, lately, from the "green revolution". The members of this class have not been randomly recruited from across all castes and regions. Entry to it has been systematically barred for a large number of people belonging to the extremely backward lower castes, the castes of ex-untouchables, the tribes, and those residing in backward districts of the country. Despite this undeveloped and lopsided character of the new middle-class, it is perceived by our ruling elites as a force, an effective agency, for the country's modernization and for the emergence of India as a strong nation-state.

Let me now describe, even if cursorily, the substance of what I have called the change in the climate of elite opinion. Let us begin with the concept of secularism. The idea that India is a mosaic of pluralities of religions and cultures, and that secularism consists in the state maintaing a position of equidistance from them all had evolved through the struggle for Independence; it found expression in the country's political life after Independence. That idea has lost its appeal for a sizeable section of our elites.

In the Constitution, this idea was expressed in terms of security, through Fundamental Rights, the principle of equality before law and of non-discrimination of all citizens, on grounds of caste, religion or race both in matters of access to public resources and opportunities in public employment. But the Constitution went further; again, through Fundamental Rights, it explicity recognized the principle of equality between groups *qua* groups. This was done through guarantees pertaining to religious freedoms, cultural rights and protection of interests of minorities. What is more, it even made a seeming exception to the principle of equal opportunities for all through special provisions of reverse or positive discrimination in favour of certain castes and tribes as well as what were called the socially and educationally backward classes. In fact this was not an exception but a step in the direction of achieving equality in a situation of structural inequalities and discriminations accumulated over centuries.

Such an approach had other implications. Thus, the Constitution in effect allowed the right to form associations and unions for such purposes as professing, practising and propagat-

ing religions, advancing interests of caste or religious communities and for maintaining their cultural identities. Secularism, thus, meant allowing a free play, in public life, to different cultural or religious entities, while the State assumed the posture of neutrality. Accordingly, the role of the State vis-a-vis the religious groups and organisations lay not in banishing them from the public sphere but in treating them as equal. The State was not to show any preference for one over the other when they participated in politics.

In politics, the principle of secularism was translated, as the induction of various kinds of pluralities into a democratic process of open and competitive politics. The fact of being subjected to democratic norms, it was believed, would evolve new equations among the pluralities, and between them and the State. Thus, participation in politics was seen as a process that contributed to the growth of a political community comprising all Indian citizens, but it would be a community in which the constituent groups could maintain their cultural distinctiveness and identities. To sum up, the idea of secularism as expressed in our Constitution and as articulated over the years through the political process was embedded in the concepts of equality and democracy rather than in the Western concept of secularism which denies religion any space in the public sphere. This secularism, admittedly, was a peculiar Indian invention. But it was one necessitated by the historical conditions of the Indian society in which a modern democratic State was being introduced by our national leadership and our Constitution-makers at the time of Independence.

It is this conception of secularism, which in the view of fore-bearers was suited to the peculiar Indian conditions, is now being challenged and redefined in more aggressive terms. This is done by linking secularism with modernism and delinking it from the idea of equality in public life, not only between individuals but also between groups.

Today, the view which allowed all religions and diverse cultures free and equal play in the political life is being replaced by the view of religions and cultures as obscure and archaic forms of social existence. As such, they are seen as preventing individuation of members of different cultural-religious groups and thus coming in the way of modernization—the credo of our new elite. With this shift in perception there is a sea change in the attitudes of our elite on several issues.

The liberals, the radicals, the nationalists, and even a section of Gandhians—in brief, the new secularists—find the Muslims getting agitated on the issue of Personal Law, the Sikhs wanting to use political means for preserving their cultural-religious identity or the Catholic Christians not making an official pronouncement in favour of adopting artificial methods of family planning or renouncing conversions, as threats to the idea of secularism as has now been reconceptualized by being wedded to the idea of modernism. To the national leaders and the constitutional secularists of the fifties and sixties these attitudes would have smacked of majority communalism. To the new secularists, however, they appear supportive of modernization. By perceiving secularism as a means of modernization the new secularists have now begun to

lose patience with the religious minorities, the *dalits* and with the tribals. They are, it is thought too steeped in the religious-cultural modes of existence to be able to keep pace in the march of modernization. The mantle of modernity has now fallen on the shoulders of the majority community.

In reaction to these emergent elite attitudes, the masses of minorities are getting increasingly *communalized* and of the majority community being *politicized*—along communal lines rather than through participation in the process of democratic transformation and thus opting out from the caste and religious frame of politics. In effect, what has emerged is a pan-Indian, political Hindusim which has become a defining feature of the new secularism—a consequence which was probably not intended by the new secularists. This has divested the old concept of secularism of its democratic and egalitarian content and has infused it with a strong missionary zeal of modernism. In the Indian context, such a concept of modernism is, in my view, at once a-historical, and prone to legitimize majority communalism in the name of secularism. As such, it cannot serve genuine modernization of society; for by politically marginalizing the minorities, it will prevent them from participating in the mainstream of national life.

Thus, when modernism is divorced from the values of democracy and egalitarianism, when secularism is defined as an aspect of such modernism—particularly of economic and technological modernism—the policies of the State begin to get oriented to the principle of the market. They undermine the claims of citizenship of those deprived and disadvantaged by the market. In this sense, the impact of the change I have been describing so far, on policies of the Indian State, is worth noting. The old understanding, embedded as it was in the values of democracy and egalitarianism, viewed secularism as a means of equalizing life-chances of the historically segregated and isolated communities, as well as religious minorities. In other words, for policy purposes, secularism was viewed as inducting these communities in the national mainstream through the expansion of citizenship rights for all, but providing special protection to the socially vulnerable sections of their society so that they could exercise their rights effectively. State policy was to limit itself to making provisions for protection and safeguards, while allowing the natural growth of secular forces in the society through the expansion of national economy, the market, and of competitive politics. In contrast, the new elite understanding looks upon protection measures as hurdles to the growth of secularism. Indeed it does even more; it treats protection and safeguards as measures that reinforce non-secular modes of politics and socio-economic living. Accordingly, the new dispensation seeks to promote economic policies that require the surrender of protections to the market and to adopt social policies that favour uniform social codes and practices.

Viewed in this light, debates on such apparently disparate issues as the Muslim Personal Law, Conversions and Reservations are all joined by a common meaning system, imparted by the change in the climate of elite opinion. I do not wish to expand further the implications of this change for our political system. But with respect to the change in the notion of secularism

I would like to point out that it has already begun to obscure the relationship between the State and the minorities the status of religious freedoms and cultural rights guaranteed by our Constitution. The change, above all, has altered the role of the Indian State vis-a-vis the poor and vulnerable sections of our society.

I would have liked to index the changes in conceptual understanding of our elites on other basic issues, besides secularism. There is no time for that. But I cannot resist the temptation of at least synoptically referring to a few other elements of this new package. For example, the issue of Federalism is now sought to be couched, more and more, in the emotionally charged terms of unity and integrity of India. It is not discussed in political terms whereby the problem is viewed as one of evolving a just and viable division of power between the centre and the States, whereby administration gets closer to the people, development programmes acquire greater participation and accountability. The issue never deals with the problem of managing for the polity the emerging social and economic contradictions of rapid change through a decentralized structure of political and economic power—thus preventing the overload of political problems at the centre. To take another issue, poverty is increasingly seen as a problem of creation of wealth rather than of distributive justice. The discussions on rural development now emphasize more and more the need for increasing agricultural productivity and higher prices for farm products. The earlier concern for land reforms and fair wages for landless labour is receding into the background. The

problems of conflicts over resources, and of resultant violence, are seen less and less in terms of restoration of rights of the poor and dispossessed. Our new elites increasingly perceive them as problems of overpopulation or simply, as law-and-order problems.

Most significantly in this context, is the debate on the new education policy. The policy is now openly concieved as a response to growing educational needs of the middle classes. The discussion is, by and large, confined to estimating man-power needs of the expanding urban-industrial sector. Thus, we hear demands for enlarging the already large and disproportionate outlays for higher education, especially for professional and technical education. On the other hand, no firm commitments are made or expected for the much needed expansion of the primary school sector. The problem of high dropout rate, which is over 70 per cent at the primary stage of schooling receives only lip service. Instead, the prize item of the policy which has attracted much attention and interest is a model school for each district. While this will meet the growing educational needs of the rural elites and the new class of capitalist farmers, the children of the rural poor, who manage to survive through the primary school, will continue to make long trips to schools which are often without a proper building, or a teacher or even a blackboard. Another policy innovation which is much talked about is of delinking jobs from documented credentials like degrees and diplomas. Such delinking will inevitably keep out the educated from the backward classes from government jobs which are now reserved for them; this will make

APPEAL

On the path to development we are on the threshold of momentous scientific and technological changes which have the potential of changing the existing social and economic conditions in the country. The development programmes of the country can be strengthened only by harnessing the productive energies of all sections of society, especially those of the economically productive age group 15-35, by proper education and training. The delivery and absorption of benefits of health and family welfare measures as well as the success of the socio-economic programmes and the schemes of poverty alleviation depend on the willingness and capability of the beneficiaries to actively participate in them.

Despite phenomenal progress in the field of education, due to socio-economic conditions, a larger section of our population do not avail of the schooling facilities and thus add to the increasing number of illiterates. The mass illiteracy, which Gandhiji called India's sin and shame has to be removed. This calls for determination to eradicate illiteracy within a realisable time-frame. In our situation, the potential of the educated population, especially college and university students has to be harnessed in eradication of illiteracy and in providing functional education to the illiterates.

As a first step towards launching a mass programme, we are starting a programme of voluntary involvement of students in imparting functional literacy during the forthcoming summer vacation. The students and youth have been the vanguard of our nation in its struggle for independence and in building a democratic society based on a more equitable and just social order. The same spirit of dedication and service, has to be rekindled today to take the country faster on its course of national reconstruction and development. We have to create through a mass programme—a universal learning environment, an environment of change and development through

adult and continuing education. This would call for the best that every educated person can give to the society—selfless service, team spirit and cooperation.

I would personally appeal to every student studying in colleges and universities, to participate in this national endeavour. You can contribute your best, in lighting the lamp of learning in the family living next-door or nearby your house, which may have one or more illiterate persons—to whom you may be giving the most cherished gift of his life—*Vidyadaan.*

—**P. V. NARASIMHA RAO**
Minister of Human
Resource Development

TO OUR READERS

The real import of the call by our honorable Prime Minister Mr. Rajiv Gandhi and Ministers Mr. P.V. Narasimha Rao and Mrs. Sushila Rohatgi, as we see it, is that the challenge of adult education is paramount now. Against the above background, the IJAE takes this opportunity to invite all those involved in this programme—both organisations and individuals—to share their experiences; successes as well as failures, and to suggest topics and areas which they would like us to cover in the Journal.

—Hony. Editor

APPEAL

A sizeable number of the country's work force in the age group 15-35 is illiterate with little or no access to education. The bulk of the population in this age group are engaged in diverse fields of activity like agriculture, animal husbandry and industry in organised and unorganised sectors. It would be necessary to equip them with the basic ability to read and write since that is the main instrument of learning.

Women constitute bulk of the illiterate population in India particularly in rural areas. Along with the need of upgradation of skills it is essential that we impart to them basic literacy, functionality and awareness. In this mammoth task cooperation of all educated sections of our society is an essential pre-requisite.

A nation-wide programme of adult education is being implemented by Government. It will be our endeavour to eradicate illiteracy within the shortest possible time. Hence it is absolutely necessary to harness the enthusiasm and energies of young men and women who are studying in colleges and universities. We are launching a mass programme with the help of nearly 3 lakh students for eradication of illiteracy starting from this summer vacation.

I personally appeal to all my young friends from Kashmir to Kanyakumari and from Arunachal to Kutch to participate with missionary zeal. Each one of us must contribute in removing the darkness of illiteracy from the life of at least one adult illiterate and light the lamp of learning at least in one family living nearby your home.

Our dynamic Prime Minister has called upon the nation to prepare for the twenty-first century. I am confident the youth—the educated youth will accept this challenge and extend their full support.

—SUSHILA ROHATGI
Minister of State,
Department of Education
and Culture

T. V. Viewing Behaviour of Urban Women : A Study

Anita S. Thomas
and
Namrata Tiwari

The role of women as builders of homes and families—the units constituting the nation—is being widely recognised. Considering that majority of the Indian women are not employed or only partially employed and as a consequence have greater leisure at their command, the powerful and popular medium of T. V. can be creatively used to educate them or provide the information that they need. Such a programme however, can be better planned in the light of the present T. V. viewing behaviour of women. Presented here are the findings of one such study conducted in the Baroda city of Gujarat.

IN India the trends of modernization or development—industrializaton, urbanization, mechanization and automation —are noticeable. However, basic to the phenomenon of development is the process of communication. Today, the society is more complex than it was a decade ago, making the process of communication also more complex and indirect. Irrespective of this complexity and indirectness, the fact remains that development related information must reach the population if any social change is to be brought about.

A search into the question whether the information is really reaching the audience or not is therefore imperative. This kind of probing is specially important in the case of a mass medium like television because of the following reasons :

—TV is a developing medium and there is a scope for improvement of the programmes telecast, on the basis of the findings of a systematic study.

—TV is a selective medium in the sense that a person may choose to watch or not watch a programme depending on various physical social and psychological factors operating at that particular time.

Table 1

Frequency and percentage distribution of the selected homemakers who view the current TV programmes in respect of the content, language, purposes, clientele and the format of the programme (n=115).

Aspect of the TV programme	Category	Homemakers who viewed		Homemakers who did not view	
		f	%	f	%
Content areas	1) Programmes relating to general health	96	83.47	19	16.52
	2) Hygiene and sanitation	93	80.86	22	19.13
	3) Childcare and mother craft	76	66.08	39	33.91
	4) Nutrition for health	69	60.00	46	40.00
	5) Family planning and population education	63	54.8	52	45.21
Language of the programme	1) Hindi	114	99.13	1	0.86
	2) Gujarati	94	81.73	21	18.26
	3) English	84	73.04	31	26.95
Purposes served	1) Entertainment	115	100.00	—	—
	2) Information	107	93.04	8	6.95
	3) Consumer's information	105	91.30	10	8.69
	4) Education	98	85.21	17	14.78
	5) Political	50	43.47	65	56.52
Clientele of the programme	1) Programmes for the whole family	115	100.00	—	—
	2) Children	105	91.30	10	8.69
	3) Women	103	89.56	12	10.43
	4) Youth	96	83.47	19	16.52
	5) Men	70	60.86	45	39.13
Format of the programme	1) Play	113	98.26	2	1.73
	2) Movies	113	98.26	2	1.73
	3) Documentary	102	88.69	13	11.30
	4) Quiz	97	84.34	18	15.65
	5) Dance Recitals	87	75.65	28	24.34
	6) Interviews	83	72.17	32	27.82
	7) Talks	67	58.26	48	41.73
	8) Discussions	66	57.03	49	42.60

—The cost of a T.V. programme is rather high. In addition to the technical cost of production and telecasting, expenses have to be incurred on research for the selection of information. Thus, if the information given through the medium does not reach the audience its use cannot be justified in a society with scarce resources.

—Although T. V. is a powerful medium the fact remains that there are other media which could be more effective or popular due to their easy accessibility, wider coverage, and easy operation and maintenance.

Keeping the above points in mind, an attempt was made to find out the T.V. viewing behaviour of the urban women or homemakers, and the problems faced by them in receiving information through T.V.

The study was focused on women because :

—Women in the Indian society are amongst the least developed, illiterate and exploited lot, even though they constitute half the country's population (48.3 per cent)

—Woman is the key figure in a home or a family and unless she as a builder of home is equipped with adequate information, developed nation will remain a far cry.

—Women need to be helped in understanding their role as citizens of a developing nation and the contribution that they can make in this regard.

—Women still suffer from the drudgery of household tasks, with hardly any time for recreation. Also, with the level of literacy and general awareness being rather low among women, T.V. could be used effectively to combine information with recreation.

Objectives and Methodology

The major objective of the study was to find out the TV viewing behaviour of the urban homemakers in respect of a few selected aspects of TV programmes, namely, the content, language, purpose, clientele and the format. The study also aimed at finding out the problems faced by them in receiving information through TV.

It was hypothesized that there is no difference in the TV viewing behaviour of the urban homemakers of Baroda city.

A descriptive survey method was used for the study. A purposive random sample of 115 families was drawn from a complete list of 238 licence holders residing in the areas of Fatehgunj, Sayajigunj, Alkapuri, Nizampura, Karelibaug and Pratapgunj of Baroda city. The housewife in the family was given the first preference and in her absence any other woman member between the age of 17-60 years was selected.

A valid, reliable and pre-tested interview schedule was used for collecting data personally with the help of a Gujarati interpreter. The data thus obtained was scored and analysed, and the results were as shown in Table 1.

As is evident from Table 1, programmes on general health and hygiene and sanitation were viewed by as many as 80 per cent of the homemakers. The homemakers may be viewing such programmes because of the suitability of the telecasting time, applicability of the content to themselves and their family and the relevance of the content to their immediate environment.

On the other hand, the highest number of homemakers did not view the

programmes on family planning and population education. This could be due to the fact that majortiy of the respondents being college educated and belonging to high income group had access to various other sources of information on the subject. It is also possible that they found such formal information either irrelevant or remotely relevant. Besides, there are other factors such as marital status, religion, type of family, number of children which also affect the TV viewing behaviour. Possibly, the respondents perceived TV as a family medium and therefore resented the coverage of any such content as they considered personal, on it.

The frequency and percentage distribution of the respondents revealed that almost all of them (99.13%) viewed programmes in Hindi whereas less than 75% viewed programmes in English. This may be due to the fact that Hindi programmes predominate the transmission by Delhi Doordarshan Kendra. Almost 60% of the programmes are telecast in Hindi. Hence, the respondents automatically watched these programmes.

The possible reasons for not viewing the programmes in English by 1/3rd of the respondents could be inadequate knowledge of English language, unfamiliarity with the slang used, and inability to identify with the foreign culture forming the background of the programmes.

All the respondents watched entertainment programmes. While majority of them viewed the programmes which provided information, more than half did not view the programmes related to political issues.

Shah (1984) found that 55% of the programmes telecast by Delhi Doordarshan Kendra fell in the category of entertainment. Feature films and programmes based on them dominated the entertainment slot, taking most of the telecasting time (33%). The reason for the respondents viewing entertainmet programmes can be attributed to the telecasting of more of entertainment programmes. It was encouraging to note that women watched informative programmes also. It may therefore be implied that women accepted the medium as an "Informer".

More than half the respondents did not view programmes related to political issues. It could be due to less of political awareness and participation, and lack of direct applicability of the information for the homemakers.

As for the clientele, all the respondents viewed programmes meant for the whole family. Majority viewed programmes meant for children, women and youth, and almost 40% did not view the programmes meant for men.

Surveys conducted by Agrawal (1979), Gupta (1980), and Saha (1979), have clearly indicated that majority of the family programmes are for both men and women, with women as the primary target. Generally, women have been found to respond positively to family oriented programmes, as revealed by recent surveys.

It is evident from Table 1, that while almost all the respondents watched plays and movies, 42 per cent did not view talks and discussions on TV.

Plays are the most popular form perhaps because these depict problems and social life with which women can identify. Possibly, women watch plays also because of their realistic approach, clarity and precision in message.

Table 2

Frequency and percentage distribution of the selected homemakers regarding their opinion about the problems faced while watching programmes (N=115)

Problems faced while viewing TV programmes	Opinions of the homemakers			
	Yes		No.	
	f	%	f	%
1. Electricity problem	102	88.6	13	11.30
2. Voltage fluctuation	97	84.3	18	15.06
3. Sound is not clear	96	83.4	19	16.52
4. Affects children's study	81	70.43	34	29.05
5. Reduces outdoor activities of family members	80	69.56	35	30.04
6. Affects social interaction	66	57.3	49	42.06
7. Double picture	61	53.0	54	46.09
8. Interference in the privacy	54	46.9	61	53.00
9. Affects the eye sight	50	43.4	65	56.05
10. Programmes are wastage of time	33	28.06	82	71.03

The reasons for women not watching talks and discussions on T.V. could be that they find the topics not very relevant and the talks monotonous and boring because of lack of dramatic element.

Problems hampering the watching of TV programmes by the homemakers were divided into two main categories — technical and personal. The technical problems related to the reception of the programmes while those related to their social life were regarded as personal.

The problems faced by the respondents in receiving information through television were found out by calculating frequency and percentage. The findings were as shown in Table 2.

As seen from Table 2, a large majority of the respondents complained about electricity failure, unclear sound and voltage fluctuation. Almost 70 per cent felt that TV programmes affected the children's study while only a few (28.6%) felt that the programmes were a wastage of time.

The problems like electricity failure and voltage fluctuation are not within the control of information and broadcasting system. On the other hand, poor sound quality may be the problem related to programme production and telecasting. TV technology is still developing in India, therefore with time when better technology and expertise are available these problems can be taken care of.

As for the problem of children's study the school teachers, parents and planners of TV programmes may together so work out the telecasting time and the programmes, that the children

Adult Education Programme in Chandigarh : An Empirical Study

Inder Prabha Sharma
and
Sushil Kumar Patel

The attitude of the learners towards the programme is an important indication whether the programme would be successful or not. Whether the attitude is favourable or not in turn depends on how beneficial the programme is for the learners. The present study while trying to find out the attitude of learners towards the adult education programme in the Union Territory of Chandigarh also makes suggestions for improvement in order to develop a more wholesome attitude among learners.

THE stability and strength of a democratic society depends upon the quality of its citizens. It also depends upon a vigorous and alert public opinion, upon the correct use of the vote and other rights and privileges, and upon the discharge of duties and responsibilities. To a great extent, it is influenced by the people's understanding of democratic structures and processes and on the awareness of the masses with regard to social problems as well as their ability and willingness to solve them. Today, human resource development is the new strategy of the Government and adult education its important component. The programme being essentially voluntary in nature, no amount of legal or statutory measures can compel the people to participate. With the aim to find out the type of participation in the programme, it was thought that the study of attitudes of adult learners towards the programme and its three components, i.e., literacy, functionality and awareness would be helpful. The operational definitions of these terms adopted for the purpose of this study are as follows.

Literacy Literacy is systematic edu-

cation which aims to train people in the writing system of a language of which they are either native speakers or which they speak and understand well.

Awareness Awareness is a means to increase the adult learner's level of understanding of himself and local and wider environment and, to enhance his individual and collective functioning.

Functionality Functionality refers to increasing the vocational efficiency and keeping oneself acquainted with up-to-date knowledge and information about one's own vocation or profession.

Objectives

—To find out whether adult education learners, both men and women, have a positive or negative attitude towards adult education programme and its three components, i.e. literacy, functionality and awareness.

—To find out whether adult education programme in all its aspects as it is being implemented in India is really beneficial to the illiterate adult learners and the community.

—To make suggestions to improve the programme in order to develop a wholesome attitude among the adult learners towards it.

Hypotheses

—Both male and female adult learners have a positive attitude towards adult education programme as a whole

—There is no significant difference in the attitudes of male and female adult learners towards various components of adult education programme (literacy, awareness and functionality).

—There is no significant difference in the attitudes of male adult learners towards various components of adult education programme.

—There is no significant difference in the attitude of female adult learners towards various components of adult education programme.

Methods and Techniques

Design Normative survey method was employed in the present study. This method describes and interprets what exists at present, i.e., it is concerned with conditions and relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held, processes that are going on, effects that are being felt, or trends that are developing.

Sample Keeping in view the limited resources, 150 respondents—90 male and 60 female—from eight adult education centres of Union Territory of Chandigarh, were included in the sample.

Tools An attitude scale was developed by the investigator after discussing the problem with various experts and taking into consideration the views expressed by various authorities in books and journals of education. The Likert's (1932) method of attitude scale construction was followed in general for the construction of items, category of responses and scoring for the attitude scale. The questionnaire consisted of a total of 45 statements with 15 each for the three components—literacy, awareness and functionality.

Analysis and Interpretation of Data

The Mean, Median, S.D., S.E.D, and 't' ratios were calculated for the various responses obtained with the help of the attitude scale and the following interpretations were made.

Composite Attitude towards Adult Education. The attitude of the whole group of adult learners towards adult

education programme is highly favourable as the mean comes to 167.3.

Male Vs Female Attitude

Adult Education : Male and female adult learners do not differ in their attitudes towards adult education. The obtained 't' value in this case is 1.70, which is not significant even at .05 level of significance with 148 df, though female adult learners reacted more favourably.

Literacy : The difference of 5.65 between the Means of male and female adult learners is significant at .01 level of significance with 148 df. as the 't' value comes to 3.53. The female adult learners showed more positive attitude towards literacy as compared to male adult learners.

Awareness : The difference of 1.10 between the Means of male and female adult learners is not statistically significant as the obtained 't' value is .62 with 148 df, though the female adult learners have shown more favourable attitude towards 'Awareness'.

Functionality : The difference of 2.3 between the Means of male and female adult learners is not significant as the obtained 't' is 1.43 with 148 df. However, female adult learners have shown more favourable attitude towards 'Functionality'.

Males

Literacy Vs. Awareness : The obtained 't' value of male adult learners' attitude towards literacy vs. awareness is 5.31. The table values of 't' at .05 and .01 level are 1.99 and 2.63 respectively when the df. is 89. So the obtained 't' value of 5.31 is greater than

the table value at .01 level of significance. Thus the mean difference of 4.25 in the attitude of male adult learners towards literacy vs awareness is significant. This shows that male adult learners have more favourable (positive) attitude towards awareness than literacy.

Literacy Vs. Functionality : The obtained 't' value of male adult learners' attitude towards literacy vs. functionality is 4.56. The table values of 't' at .05 and .01 level are 1.99 and 2.63 respectively, when the df. is 89. So the obtained 't' value of 4.56 is greater than the table value at .01 level of significance. Thus the mean difference of 4.1 in the attitude of male adult learners towards literacy vs. functionality is significant, This shows that male adult learners had more favourable attitude towards functionality than literacy.

Awareness Vs. Functionality : The obtained 't' value of male adult learners' attitude towards awareness vs functionality is .18. The table values of 't' at .05 and .01 level are 1.99 and 2.63 respectively when the df. is 89. So the obtained 't' value of .18 is less than the table value at .05 level of significance. Thus the mean difference of .30 in the attitude of male adult learners towards literacy vs awareness is insignificant.

Females

Literacy Vs. Awareness : The obtained 't' value of female adult learners' attitudes towards literacy vs awareness is : 30. The table values of 't' at .05 and .01 level are 2.00 and 2.66 respectively when the df. is 59. So the obtained 't' value of : 30 is less than the table value at .05 level of significance. Thus the mean diffe-

rence of .30 in the attitude of female adult learners towards literacy vs awareness is insignificant.

Literacy Vs. Functionality : The obtained 't' value of female adult learners' attitude towards literacy vs functionality is .69. The table values of 't' at .05 and .01 level are 2.00 and 2.66 respectively when the df. is 59. So the obtained 't' value of .69 is less than the table value at .05 level of significance. Thus the mean difference of .75 in the attitude of female adult learners towards literacy vs functionality is not significant.

Awareness Vs Functionality : The obtained 't' value of female adult learners' attitude towards awareness vs functionality is .97. The table values of 't' at .05 and .01 level are 2.00 and 2.66 respectively when the df. is 59. So the obtained 't' value of .97 is less than the table value at .05 level of significance. Thus the mean difference of 1.05 in the attitude of adult learners towards awareness vs. functionality is not significant.

Major findings

1. The attitude of whole group of adult learners towards adult education programme and its three components (literacy, functionality and awareness) was found to be favourable. The male and female adult learners also showed no difference in their attitudes towards adult education programme. Though the female adult learners showed a more favourable attitude as compared to their counterparts, the comparative statistical analysis showed non-significant results.

2. The female adult learners reacted more favourably towards 'literacy' than the male adult learners.

But there was no significant difference in the attitudes of male and female adult learners towards 'awareness' and 'functionality'.

3. Male adult learners reacted more favourably towards 'awareness' and 'functionality' as compared to 'literacy'.

Further, they reacted more favourably towards 'awareness' as compared to 'functionality' and 'literacy'. But they did not differ in their attitudes towards 'awareness' as compared to 'functionality'.

4. Female adult learners did not differ in their attitudes towards 'literacy', 'awareness' and 'functionality' significantly. However, female adult learners reacted more favourably towards 'functionality' as compared to 'literacy' and 'awareness' respectively.

Suggestions for Improvement

—As majority of the adult learners showed a positive attitude towards all the three components and adult education as a whole, it is suggested that efforts be made to improve the programme, in order to increase participation.

—The adult education programme should be made flexible according to the people's needs. The female adult learners had shown more positive attitude towards 'literacy' component as compared to male adult learners. Hence, to check the drop-out rate among the male adult learners, the curriculum content should be made craft-oriented. The 'literacy' aspect of this programme should be a means to achieve the end and not an end in itself.

—The 'awareness' and 'functionality' aspects of this programme must be emphasized to create interest and enthusiasm among learners.

—Emphasis should be laid on vocationalization related to the local environment. The aim of this programme should not only be to impart education to illiterate adults but also to improve the community life. The gap between the world of letters and world of work should be narrowed.

—The programme must be built on basic needs, expressed or unexpressed, immediate and felt problems, and interests of the concerned people and their community.

—The educational contents of this programme built around the specific needs of a particular group of learners should be covered thorugh dialogue, discussions, reading groups, exhibitions of charts and wall papers, dramatic, performances and other audio-visual media. ●●●

nonsense of the policy of Reservations In short, the already distorted priorities are now being legitimized through the policy of so-called modernization of the educational system.

I can go on indexing changes in the elite perspective on issues on policies of the State. I would, however, conclude this section with only a glimpse of how this change appears to those who are adversely affected by it. The State which was once perceived as the liberator of people oppressed by the old social order is now increasingly seen as an oppressor; at best, it may be seen as a collaborator of forces. The elites, which at the time of Independence, were seen as trustees in charge of managing the new system, and conducting themselves with some sense of *noblis-oblige*, are now seen as usurpers of national resources. *(To be continued)*

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get maximum benefit from TV without affecting their studies.

It was encouraging to note that majority of the homemakers did not find the programmes a wastage of time. It could be due to variety, relevance and need-based characteristic of some of the TV programmes.

It was concluded that homemakers watch programmes shown on T.V, but their viewing behaviour and selection of the programmes vary. Further research into actual utilization of time and the impact of T.V. viewing on personal and family life can provide useful guidelines to the media practitioners with regard to the kind of programmes to be produced for the homemakers on T.V. and the ways in which the programmes can be made appealing, fruitful and acceptable. ●●

benefit him or her. The teacher has a great role in showing the connection between what he/she is learning and what he/she is set to learn.

Much of the research in India in the area of learning has been so far focussed on child learning. The book on Adult Learning is timely because the success of massive adult education programme will depend on how successfully the animators are trained in the psychology of adults.

The book consists of two parts. Part A describes aspects of adult learning as related to psycho-social phenomena, non-traditional programmes, adulthood theories of learning, socio-economic stratification and learning environment. The chapter on literacy and other rural development programmes provides useful information regarding new methodologies for literacy. The author has taken considerable pains in elaborately describing the adult education communication strategies including media utilisation and the role of cinema in delivering development messages.

The concept of development literacy is operationalised in Part B of the book which gives three village studies. These case studies have brought out healthy/unhealthy situations, animator-learner interaction, efficiency of the learning environment as well as the part played by the student animator in shaping the learning environment. The problems from the point of view of instructors and learners in the case studies will be quite helpful in tackling some of the real problems faced at the imlpementation stage.

The book priced reasonably in these days of escalating costs contains a lot of valuable information for professionals and practitioners of adult education.

— J.L. Sachdeva

BOOK REVIEW

Adult Learning : A Psycho-Social Analysis in the Indian Context : by R. Jayagopal; published by Department of Adult and Continuing Education, University of Madras; pp 82; Rs. 40.

An effective adult education programme should respond to the needs of men and women and to their desire to know. As people learn, they want to learn more. It is part of human nature. But an illiterate adult will learn if he/she knows that it is going to

ADULT EDUCATION NEWS

Mass Programme of Functional Literacy Involving Students Launched

The Government of India have started a mass programme of functional literacy from May 1, 1986. The programme involves two lakh NSS students and one lakh non-NSS students in the universities and colleges. The student volunteers will teach two to five adult illiterates in the neighbourhood during the summer vacations according to his/her convenience.

The Directorate of Adult Education has brought out a set of five folders which contain, in a capsule the objectives of the Mass Programme for Functional Literacy and its other essential components like literacy kit, training of volunteers, monitoring and media support.

The literacy course is to be imparted for approximately 150 hours by the student volunteers. During summer vacation intensive teaching of two to three hours daily will be done. It will be followed by once or twice a week session from July to October and a concluding session in October vacation of 10-12 days of daily intensive teaching.

The kit which includes basic primer, supplementary reader, book on arithmetic, exercises materials and volunteers' guide will be supplied free of cost to the students.

Shri P. V. Narasimha Rao, Minister of Human Resource Development and Smt. Sushila Rohatgi, Minister of State in the Department of Education and Culture have issued appeals to the community for participation in this mass programme (see pp 16-18).

IAEA Receives Budd Hall and Alan Rogers

Dr. Budd Hall, Secretary-General of the International Council for Adult Education (ICAE) and Dr. Alan Rogers, Secretary-General, Commonwealth Association for the Education of Adults (CAEA) visited Indian Adult Education Association (IAEA) recently.

Welcoming Budd Hall at a reception jointly organised by IAEA and Society for Participatory Research in Asia(PRIA) on April 4, 1986, Shri J. C. Saxena, Hony. General Secretary, IAEA said that Dr. Hall had made immense contribution to the cause of adult education by providing opportunities to people to share information and experience in far removed areas of the world.

Greeting Dr. Rajesh Tandon, Regional Coordinator, PRIA on being unanimously elected as one of the Vice-Presidents of ICAE, Dr. Hall spoke at length on global issues in Adult Education. The adult education scene, Dr. Hall said had been very dynamic. A positive trend visible, Dr. Hall said, was that of emergence of Non-Governmental Organisations (NGO's) at national and international level. This had led to the people at the local level sharing infomation to participate in issues at national and international level.

Dr. Hall said that women's movement was taking shape all over the world. Their role in political and social change is being widely recognised.

Adult educators, Dr. Hall said, had an important role to play in the social movement which was shaping up. They

had to organise and catalyse the new vision which was emerging. However, he said, adult educators will first have to have dialogue and discussion with the people to find out what they want or need before taking adult education to them.

Citing the example of Tanzania, Dr. Hall said that though the country had high literacy rate, it was still fighting with its ecnoomic problems. There was, however, a lot of awareness among people and cultural richness. On the other hand, he pointed out, there were industrialised countries which were rediscovering illiteracy—some of these were found to have 5-25 per cent functional illiteracy. However, the content of adult education had changed in developed countries because of the strengthening of their economic structure, he said.

Dr. Alan Rogers, Secretary-General of the recently formed CAEA shared his experiences on university adult and continuing education on March 7, 1986. He said that it was wrong to send somebody from alien culture to impart education, specially literacy, to adults. Universities, he said, were gradually moving away from literacy teaching to professional continuing education updating courses.

Dr. Rogers emphasised the need to use the existing community structure for adult education rather than creating new structures for it.

Literacy programme, he said will not be successful unless we find out what people want to learn and start learning with them. Let social action programmes come first and literacy follow as a sequel to them.

Training Programmes at Literacy House, Lucknow

The newly set up I. D. A. R. A. in Literacy House, Lucknow is organising a series of one-day training programmes for the benefit of Programme Officers and N. S. S. Coordinators during the current vacations. The training is to equip the university and college teachers for the successful implementation of the Mass Programme of Functional Literacy to be carried out by students in their charge.

Shri J. C. Saxena, Hony. General Secretary of the Indian Adult Education Association was invited as the Chief Guest and Resource Person for the Training Programme held on May 18, 1986. Shri Saxena addressed the trainees about the National Programme of Eradication of Illiteracy and its importance in the present programmes of socio-economic development. He exhorted the trainees to do their best to make the programme a success.

Shri Saxena also distributed certificates to the 45 participants from the two universities of Meerut and Avadh.

Convocation for Honouring Neo-Literates in Kerala

The Centre for Adult Education and Extension (CAEE) of the Kerala University organised a convocation in Karakulam in Nedumangad Block near Trivandrum for presenting certificates to 300 neo-literates on March 30, 1986. Nearly 80% of the recipients were women. The certificates were presented by the Hon'ble Speaker of the Kerala Assembly, Shri V. M. Sudheeran on their successful completion of 12-month Adult Education Programme. About 100 recipients were also presented with a neo-literate book kit

in recognition of their creditable performance during their discussions, field work and examination as judged through continuous evaluation and final testing.

Fund to Eradicate Women's Illiteracy

A National Appeal for Funds for Eradicating Women's Illiteracy was released in New Delhi on April 29, 1986 by Shrimati Kamladevi Chattopadhaya. Smt. Phulrenu Guha, M.P, presided over the function.

The All India Committee for Eradication of Illiteracy among Women, on whose behalf the appeal was issued, will use the funds to assist women's organisations in building up the effort to eradicate illiteracy among women.

Nine women's organisations have come together to form All-India Committee for Eradication of Illitercay among Women. The organisations are Kasturba Gandhi National Memorial Trust, All India Women's Conference, National Council of Women in India, Bhartiya Grameen Mahila Sangh, Young Women's Christian Association of India, National Federation of Indian Women, Indian Federation of University Women's Associations, Indian Association for Women's Studies and the Centre for Women's Development Studies.

Round Table on Labour and New Educational Policy

A round table to discuss the new education policy draft in a trade union perspective was held in New Delhi on April 11-12, 1986. The round table convened by the Asian and Pacific Regional Organisation of the International Confederation of Free Trade Unions (ICFTU-APRO) was attended by 34 trade union leaders, educationists and workers education experts.

Inaugurating it, Shri P.A. Sangma, Minister of State for Labour and Employment emphasized the need for inter-relating education with other areas of development, specially employment and eradication of poverty among people. He stated that education was the best means of development. He stressed that informal education was more relevant to the needs of the working class. He said that although literacy was important, it should not be equated with education. He hoped that the trade unions will play a vital role not only in relating the contents and methods of education to the requirements of the working class but also for harnessing the co-operation of the working class in more effective spread of education among people.

Shri Anand Sarup, Education Secretary, Ministry of Human Resource Development said that education can enrich humanity, unfold its creativeness and harness its ability for development.

Earlier, Shri V.S. Mathur, General Secretary, ICFTU-APRO in his welcome address said that obstacles to education are many, basic being poverty, poor environment in home and slums and village communities. Unless socio-economic situation improves, the participation of the poor in education cannot be appreciably promoted. He emphasised the need for raising the general levels of education for people through recurrent education, folk high schools, community and adult education programmes. He urged for more active participation of trade unions as pressure groups for ensuring spread of education among the working people.

I.A.E.A. BOOKS IN ENGLISH

		Rs. P.	U.S. $
1.	Seminar Technique—(1966)	1.00	0.50
2.	Recreational and Cultural Activities in Social Education (1969)	3.50	1.25
3.	Libraries in Social Education (1959)	3.50	1.25
4.	Workers' Education Abroad (1965)	2.00	1.00
5.	Towards a Dynamic Adult Education Programme (1981)	5.00	2.00
6.	Adult Education Development and the NAEP (1980)	5.00	2.00
7.	Handbook for Adult Education Instructors (1980)	4.00	2.00
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9.	Towards a Comprehensive Adult Education Programme (1983)	30.00	7.00
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11.	Unity in Diversity : Role of Adult Education (1985)	10.00	2.00
12.	On to Eternity Vol I (1959 ; reprinted 1984)	25.00	7.00
13.	On to Eternity Vol III (1974)	6.00	2.00
14.	Non-Formal Adult Education for Women (1985)	10.00	2.00
15.	University Adult Education (1985)	25.00	5-00
16.	Adult Education for Parliamentary Democracy (1985)	15.00	4.00
17.	ASPBAE Comes of Age (1985)	25.00	5.00
18.	Adult Education Research in India (1984)	40.00	7.00
19.	Study of Relationship between the Period of Learning and Level of Literacy and Reading Interests of Neo-Literates (1985)	40.00	7.00
20.	Development among Rural Women : A Guide Book (1985)	10.00	2.00
21.	To Light a Candle (1979)	18.00	5.00

Orders may be sent to

INDIAN ADULT EDUCATION ASSOCIATION
17-B, Indraprastha Estate, 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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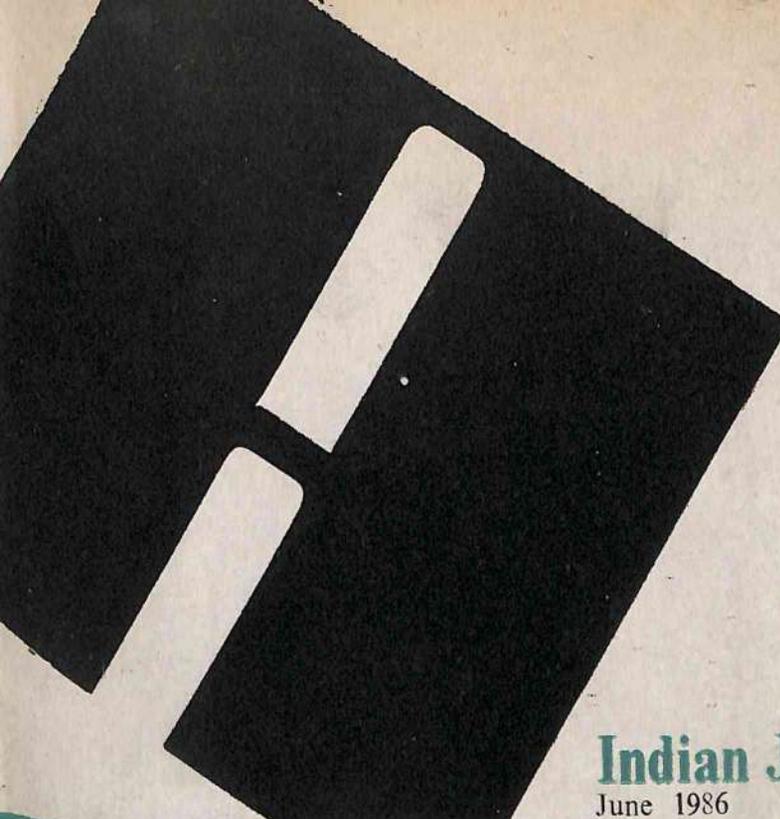
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ADULT EDUCATION

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Indian Journal of Adial Education

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.

Contributions should be accompanied by either a stamped, self-addressed envelope or by International Reply Coupons. The average length of manuscripts should normally be between 1,500 and 2,000 words. In exceptional cases, articles of bigger length can be accepted. Mimeographed Zeroxed or carbon copies will not be accepted. Manuscripts should be typed in double space on one side of the paper only, with a 2" margin on foolscap size paper. Footnotes and references should come at the end and not on every page.

Contributions and other correspondence regarding the advertisements, subscription rates etc., should be addressed to the Editor, Indian Journal of Adult Education, 17-B, Indraprastha Estate, New Delhi-110002.

INDIAN JOURNAL OF ADULT EDUCATION

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The Emerging Information Society

The theme song in India whether in the world of politics or development these days seems to be the onward march of the Indian people to the 21st century if we go by the declarations day in and day out in every forum. Not talking about racing towards the 21st Century is almost unfashionable. But a ruthlessly objective look at the reality behind the utterances, statements and declarations, one cannot help feeling that much of it is in the nature of fantasizing. Reality we refer to here is the true substance of the current thinking on the subject and the seriousness of the policy and programme content of what we plan and propose to do in the matter.

Among the several lacunae that lend substance to the scepticism is the fact that the common man of the villages and the slums as a participant in shaping his own future is no where in the picture. Of course every one who talks about the 21st Century swears by the common man. Virtually all these are well meaning people "doing good" to the needy and so on, blithley forgetting that the common man knows more often, more of what he needs and wants than all the well meaning helpers and well wishers. We continue in the error of not reckoning the common man's potential for growth and for his own enrichment in a changing and difficult world and in which many forces are wooing him for his loyalty, support and involvement.

One such emerging force is what is being called as the "information society" in a nascent form in the developing countries and more developed in the more developed countries.

As each country moves "forward" in the sense of getting more scientific and developing greater technological capability and control over how life is to be organised, the information apparatus that creates and supports this "movement" is becoming intensive, varied and more and more encompassing in its outreach. Every form of media is moving at an exponential rate, be it the newspapers, periodicals, journals (and even newsletters) and of course the radio and television. The last is not only spreading fast, but there is a fatal charm about it. Among the higher middle and even lower middle classes, there is a sense of deprivation and even guilt if they do not possess the idiot box. The poor, especially in the urban areas, fantasize about owning the idiot box one day.

Among new arrivals in the repository of the information society are the video and the computer technology. These, it is declared clear and loud, are magical additions for information gathering and dissemination. Some view them as welcome developments in the evolution of distance and open learning systems that are coming up in good many places.

Much excitement is evident in the country about the endless virtues of television. The debate ranges from inane to the earnest about the quality and relevance of the software. Debate centres round the education and entertainment nexus with development consciously thrown in to lend respectability to the debate. The disturbing element in all this is that what is happening to the common man, as the more critically important viewer of television and whose number is likely to rise rapidly and enormously. He is far removed from all that is meant for him via the television and all that is used as hardware and software.

He is at the receiving end, really passive and helpless. Although he may enjoy some of what he sees.

The critical questions to ask are—what is happening to the common man as the learner and what is happening to him as a person He is learning in which he has no stake or participation and he is becoming into something about which he is not sure. This is also true in good measure even if the viewers are educated.

While it is good to warn ourselves of the octopus hold of television on man's mind with its doubtful consequences, it is also necessary to realise that its potential for good cannot be wholly ruled out.

The new media and particularly the television as the most potent force in the emerging information society, provides a two-level opportunity for adult education. First, to reconceptualize its philosophy, its programme stance and above all its professional skills to be of worth and consequence in the world of television. (It is a sad reflection to the best of our knowledge, adult education worthies are conspicuous by their absence in the world of television. We hope we are wrong about this and would be delighted to be proved so). The second is the more critical challenge as to what kind of values television is creating and it is here that the adult educators could be playing a much needed daring and historical role.

Television as a force for education and entertainment is an inescapable reality of the information society. It is however proving in reality to be a destructive force, tearing its viewers and especially family members asunder. This has happened in the west and continues in its sinister influence. Violence is being perversely and with great skill portrayed as courage and adventure. Love and romance are no longer a part of the sublime tradition of our lives. They are not only suggestive of the debased and the vulgar, but also sometimes their openness is nauseating. This is no plea to regulate public morality of television arising out of any kind of prudery. It is a plea to reconceptualize the role of the informative society in a free society where all those involved in hard and software, policy makers and above all social scientists and in particular adult educators, initiate moves for self correction and positive use of this powerful medium.

At the back of the conscious and unconscious motivation of the operation of television there is cultural manipulation based on the unthinking worship of science and technology that has not been fully digested for our needs. Software is by and large manipulative.

If the present trend continues, the informative society, its gigantism and manipulative character is likely to destory the autonomy of the individual. The daily bombardment of information without a value framework will alienate the individual from his surroundings (for what is out out is essentially in the character of fantasy) but more tragically for himself.

The question is whether the information society will create information laden automatons or free learners in an open society. The choice is still open. The challenge is essentially to make communication basically educational, based on grass roots involvement and respect for the individual, not forgetting the adage that to educate is to entertain and vice-versa.

Adult educators awake : You may yet have a chance to "salute the happy morn" that is yet to come when freedom, learning and enjoyment are fused as one integrated totality for visual and emotional experience. The time to start is now. What a glorious opportunity !

The Problem of Reservations : Economic Backwardness or Social Injustice

D. L. Sheth

In the first part of the 1986 M.N. Roy Memorial Lecture, reproduced in the last issue (i.e. May 1986) of IJAE, our readers were presented with an analysis of the climate of the elite opinion towards the reservation policy. The second part being reproduced in this issue examines the policy itself with a view to identifying certain political and value dimensions that underlie the current debate.

I shall now turn to the policy of Reservations and the issues that have acquired prominence in the recent debate, and agitations. Reservations are, in fact, a part of the much larger package comprising a series of legislations, ameliorative programmes and preferential schemes, all designed to benefit the weaker sections of society. The package has evolved over a long period of time and has been administered by the central as well as the State Governments. Although the history of these policies dates back to the first decade of this century, the present set of policies derive their legal status and legitimacy directly from the Indian Constitution.

The overall package, as it operates today, is addressed to three sets of policy goals. First, *to remove* social and religious disabilities of certain specified groups suffering disabilities on account of their social segregation and spatial and cultural isolation; namely the scheduled castes and scheduled tribes. Second, *to facilitate and promote* equal participation, with others, of all socially disabled and disadvantaged groups, in organized sectors of the country's economic and political life. This is sought to be achieved through the making of provisions for preferential

treatment in education, in Government employment, in representative politics and through specific measures and schemes designed to improve their life chances. For this purpose, benefits of the policy are confined not only to the scheduled castes and scheduled tribes but they extend to the category described in the Constitution as socially and educationally backward classes of citizens; or, better known as the Other Backward Classes. Third, *to protect*, if necessary through legislative action and executive orders, all these groups described in the Constitution through a generic term, i. e., weaker sections of society, or simply, the backward classes from all forms of social injustice and exploitation.

In articulating these goals, the policy has acquired multifarious contents. Thus, we have legislations aimed at the removal of disabilities, for example, the Untouchability Offences Act of 1955, and the subsequently amended and tightened, Protection of Civil Rights Act of 1976, and legislation preventing forced labour and the amended Criminal Tribes Act of 1952 removing the legal disabilities suffered by the so-called criminal tribes. We also have protective legislations preventing alienation of tribal lands, regulating money-lending and providing debt-relief and legal aid to the weaker sections. Besides, there are schemes and programmes which make enabling provisions for land allotments, housing, scholarships, grants and subsidies aimed at providing physical security and promoting occupational mobility of these groups. The Five Year Plans now have a special feature in the form of tribal sub-plans and scheduled castes components of plans. The most significant and now a controversial aspect of the policy, however, is the provision of legislative reservations for the scheduled castes and tribes, for jobs in Government services and for seats in educational institutions, not only for scheduled castes and scheduled tribes but also for the Other Backward Classes.

From this entire range of policies, the two provisions of reservations for jobs and educational seats have become the bone of contention in the recent elite debate and agitations. I shall, therefore, confine myself to the issues arising from only these provisions It should, however, be borne in mind that these provisions are integral to the whole package, and like the rest of the policy they are anchored in the Constitution. They are based on the same values and rationale that inform the whole policy. But their impact is felt adversely and directly by those outside the beneficiary groups and that too in the vital area of social mobility where the means of mobility are always scarce and competition intense

The beneficiaries of the Reservations policy comprise three types of communities : ex-untouchables designated as Scheduled Castes [SC] (over 104 millions), the spatially and culturally isolated communities of tribals designated as the Scheduled Tribes [ST] (over 51 million) and the vaguely defined category of the socially and educationally backward classes of citizens called OBC (an estimated 300 millions). The OBC is a wide array of groups in need of preferential treatment, but it does not manifest such centrally identifiable, systemic characteristics as social segregation or spatial isolation. By and large, they are at the lower rungs of the *Sudra* castes that have been socially disadvantaged for occupational mobility and have, in past, suffered from different degrees of ritual prohibitions.

Before we move on to consider specific issues, let us briefly review the extent of benefits each of the above categories is entitled to receive and has, in fact, been receiving. For the Scheduled Castes and the Scheduled Tribes reservations are made for seats in the legislatures, in Government employment and in educational institutions; in proportion to their strength in the population. For jobs in Government services and seats in the educational institutions only those who meet certain minimum prescribed standards can qualify. These standards are fixed with reference to the prevailing competitive standards for all. In the case of the Scheduled Castes and Scheduled Tribes candidates they are relaxed or lowered only to a certain degree.

For the other backward classes there is no provision for legislative reservations. The question of reservations and their reach are left to the discretion of the State Governments. Thus, there are no provisions of Reservations for the Other Backward Classes in Central Government services. Nor do such reservations exist in West Bengal, Orissa, Assam, States of the North-east, Rajasthan or in any Union Territory. It is only since mid-seventies that the states of North India and Gujarat and Maharashtra have begun to extend the benefits of reservations to Other Backward Classes. But the extent of benefits is quite moderate in these states. Compared to their massive strength in the population the reservations made for them are only 10 per cent in Gujarat, 14 per cent in Maharashtra, 15 per cent in Uttar Pradesh and 14 per cent in Himachal Pradesh. For entrance in prized educational institutions standards are only marginally lowered for them. For example, all Other Backward Classes students admitted over the last five years under the reservation provisions in a medical college in Ahmedabad, had obtained between 76 to 79 per cent marks at the Std. XII Examination.

The story is quite different in the South Indian states. There reservations for the Other Backward Classes have existed, in one form or the other, for over half a century. The extent of reservations there has reached the point of saturation, covering almost their proportioned strength in the population. That may be why no agitations have taken place in these states in recent years—either for or against reservations.

What has the policy achieved ? Even after half a century of preferential treatment less than 5 per cent of Scheduled Caste and only 1 per cent of tribal officers can be found in the Class I category of Government services. In the public sector, in 1975, there were only 1.4 per cent Scheduled Caste and 0.6 per cent Scheduled Tribe officers in Class I positions. A 1971 survey of Indian Managers showed that only one per cent of them consisted of all the three categories of the backward classes taken together. In the North Indian states and in Gujarat and Maharashtra the utilization rate of reservations in government services and educational institutions by the Other Backward Classes is much less than the allocations made for them. For example, in Gujarat, against 10 per cent reservation, the utilization of seats in the Engineering and Medical colleges is 4 and 5 per cent respectively. To sum up, the backward classes have registered some progress in social mobility through reservations. But their presence in professional and white collar jobs is, even today, insignificant.

Clearly, the provision of reservation is not enough. For reservations to make an impact for improving the life chances of the socially disadvantaged, other components of the policy will have to show a much higher degree of performance. The low rates of utilization are indicative of the poor performance of the entire policy; for, utilization is essentially a function, not of the availability of benefits, but of the capacity of the potential beneficiaries to *receive* the benefits. For developing this capacity, effective performance of other aspects of the policy is equally, if not more, important. For example, in Maharashtra and Gujarat, the Scheduled Castes have, over the last decade, reached the national level of literacy. More importantly, over the last ten to fifteen years, the number of graduates, post-graduates and professionally trained graduates has phenomenally increased for the Scheduled Castes in these states. They now run into thousands. It is true that the rate of utilization of reservations by them, even in these two states, still falls considerably short of the extent of allocations made. But from the very low base of the sixties there has been a rapid increase, making their presence visible in Government offices and in educational institutions in the eighties. To a significant extent it is this increase in the rate of utilization that has led to elite resentment and agitations against the policy. It is not accidental that the anti-*dalit* agitations have since acquired a persistent and even vicious, character in these two states. Ironically enough, it thus seems, the degree of protest against the policy is related to the extent of its successful implementation. Here lies the paradox : when judged by the values and goals of the policy, its performance on all counts is much below any reasonable expectation. In no event, does it pose any serious threat to the life-chances of the upper and the middle-castes. But with the change in the overall climate of elite opinion, even a small disturbance in the *status-quo ante* caused by enhanced reservations or their greater utilization, now brings the policy immediately under attack.

The upper and middle castes began to feel acutely insecure in the mid-seventies when many states in North India and the states of Gujarat and Maharashtra started providing reservations for the Other Backward Classes. It was not only higher rates of utilization by the Scheduled Castes, but the series of actions that were taken, although belatedly, by these states as a part of discharging their constitutional obligation towards the OBCs, that was responsible for the agitations.

In the mid-seventies the backward classes commissions appointed by many of these states started submitting their reports, recommending reservations for the Other Backward Classes. In 1978 the Central Government appointed the Second Backward Classes Commission which, in its report, submitted in 1980 recommended centralization of the policy of reservations for the Other Backward Classes, bringing it in line with the policy for the Scheduled Castes and Scheduled Tribes. The Commission used caste as a criterion to determine the social and educational backwardness of the groups of potential beneficiaries. The total population of the Other Backward Classes thus included was around 52 per cent of the total population. But in order to keep the total reservations for all categories within the limit of 50% the Commission recommended only 27% reservations for the OBC with the caveat that the

Adult Education Programme : A Study on Women's Performance

B. S. Vasudeva Rao

In about 120 districts of Uttar Pradesh, Madhya Pradesh, Bihar, Rajasthan, Jammu and Kashmir, Andhra Pradesh and Orissa, more than 90% of the women cannot read or write. The findings of a study conducted in Visakhapatnam in Andhra Pradesh to find out the impact of the Adult Education Programme, in respect of its three components of literacy, functionality and awareness showed that women lagged behined men significantly in general. The knowledge gap with regard to agriculture, however, was not significant ; and awareness of medical facilities like vaccination and advantages of getting child-delivery done by qualified doctors and nurses, was the only area in which they scored over men.

IT is by now well recognised that education is one of the most significant instruments through which women's emancipation can be brought about. Apart from the fact that they are the 'disadvantaged-sex', they encounter much too many obstacles to find avenues for the expression of their 'self' in traditional societies. Whereas the Western woman has achieved near equality with men in all matters, the plight of her Indian counterpart is still woeful. The Indian woman shackled by customs, traditions and dead habit is unable to achieve fullness of personality. While the condition of the educated Indian woman herself is pitiful, it can be well imagined how wretched the life of an illiterate rural woman would be.

As mentioned in the working paper of the 37th All India Adult Education Conference, female literacy in 1981 Census has not shown any significant upward trend, particularly in those states where it was reported below 20 per cent (for rural areas) in 1971. According to the literacy statistics of the Directorate of Adult Education prepared in 1979, literacy rate of below 20 per cent in respect of adult women existed in all the districts of Sikkim,

17 districts of Bihar, 26 districts of Rajasthan, 50 (out of 54) districts of U.P , 39 (out of 43) districts of M.P., 9 (out of 10) districts of Jammu and Kashmir, 16 (out of 21) districts of Andhra Pradesh, 6 (out of 7) districts of Haryana, 8 (out of 10) districts of Himachal Pradesh, and 11 (out of 19) districts of Karnataka. The situation is even worse in about 120 districts of U.P., M.P., Bihar, Rajasthan, Jammu and Kashmir, Andhra Pradesh and Orissa where female literacy rate is below 10 per cent. In other words, more than 90% of the adult women in the States mentioned above cannot read or write even after 37 years of independence.

After the national-level Adult Education Programme (AEP) was launched in 1978 only 15,509 female adult learners were enrolled in the centres. In fact there had been a downward trend in their enrolment year after year, upto 1983. It was perhaps due to some inherent weakness in the programme that women were not motivated and mobilised for education. Generally, women welcomed the AEP and also displayed some curiosity but could not attend the programme regularly. Lahari and Asha Rani in their study 'Attitudes of Rural Women towards National Adult Education Programme' have also pointed out that women showed interest in literacy and that this interest needed to be tapped properly.

Methodology

An attempt was made to find out the impact of AEP in respect of its three components, namely, literacy functionality and awareness with the help of interviews, using questionnaires.

The sample for the study conducted in Visakhapatnam comprised 430 adult learners, 257 males and 173 females.

No response or lack of knowledge about some areas was not taken into account while computing percentages. To evaluate the performance of women learners, comparisons were made with male learners, using the critical ratio statistics. (Garrett. 1973)

Results and Discussion

Literacy

The results indicated that the literacy skills of female learners were best in writing names and reading sign boards and poor in reading newspapers and filling up forms. This is understandable considering that women are more exposed to sign boards (names of villages, other boards, cinema posters, etc.) than newspapers. Likewise, it is posible that they have to write their names (usually as signatures) more often than filling up money order bank draft or application forms. These findings bring out the need for the instructors to encourage female learners to spare more time for practising and improving their literacy skills. Table 1 shows that the percentage of females is significantly less than that of males in all aspects of reading, writing, and arithmetic skills except in additions and subtractions. These results suggest that female learners may require a more intensive coaching, with emphasis on more practice with reading and writing materials. The role of the instructor also needs to be examined more carefully in view of the differences between the male and female learners.

Functionality

The impact of AEP on the functionality aspect of female learners seems to be the best in the area of knowledge in banking services and poor regarding occupational skills. The earlier observation can be explained by the fact that

TABLE—1
Impact of AEP with respect to Literacy—Sex-wise Comparison

Sex	Total No. of learners	Learners with the ability to read			Learners with the ability to write/fill			Learners' Arithmetic Standard		
		Sign boards	Letters	Newspapers	Names	Letters	Forms (M.O./Bank)	Writing numbers	Calculating addition and substractions	Multiplicationl and division
Males	257	242 (94.16)	174 (67.70)	60 (24.12)	254 (98.83)	92 (35.80)	53 (20.62)	185 (71.98)	118 (46.30)	59 (22.95)
Females	173	151 (87.28)	95 (54.91)	18 (10.40)	165 (95.38)	29 (16.76)	18 (10.42)	63 (36.41)	45 (26.01)	27 (15.60)
Critical Ratio		2.494*	2.68**	3.585**	2.225*	4.53**	2.794**	7.321**	1.869	4.28**

(Percentages are indicated in paranthesis)
** = P   .01 level ; * = P   .05 level

TABLE—2
Impact of AEP with respect to Functionality—Sex-wise Comparison

Sex	Total No. of learners	Obtained information on occupational skills	Knowledge in the field of agriculture	Habit of savings	Information on Bank Service
Males	257	167 (64.98)	143 (55.64)	181 (70.43)	208 (80.93)
Females	137	33 (19.03)	84 (48.55)	96 (55.49)	117 (67.73)
Critical Ratio		9.369**	1.444	3.173**	2.652**

(Percentages are indicated in parenthesis)
** = P   .01 level ; * = P   .05 level

TABLE—3
Impact of AEP with respect to Awareness—Sex-wise Comparison

Sex	Total No of learners	Social problems	Secular outlook	Party symbols	Names of elected leaders	Medical facilities Knowledge	Use	Vaccination	Delivery by qualified staff	Awareness of Family Planning
Males	257	229 (89.11)	165 (64.20)	106 (41.25)	181 (70.43)	212 (82.49)	173 (67.32)	237 (92.22)	105 (40.86)	198 (77.04)
Females	173	142 (82.08)	65 (37.37)	18 (10.48)	50 (28.90)	125 (72.25)	81 (46.82)	157 (90.75)	83 (47.90)	94 (54.34)
Critical Ratio		2.078*	5.469**	6.926**	8.470**	2.529*	4.239**	0.459	1.433	4.945**

(Percentages are indicated in parenthesis)
** = P   0.01 level ; * = P   0.05 level

the information given at the adult education centres is supplemented by the information provided by banks and mass communication media (sign boards, newspapers, radio, etc.) thereby creating more awareness among women regarding banking services. A very low percentage of women having knowledge regarding occupational skills could be because not many of them have sufficient time to pursue other occupations, as they have to assist their husbands, and at the same time manage their households. Besides, the nature of information being provided in the adult education centres regarding occupations for women needs to be examined before a general conclusion can be drawn regarding the performance of women. Table 2 indicates that a significantly lesser percentage of women as compared to men have knowledge with regard to three aspects of functionality, that is, occupation, savings and banking services. They do not differ significantly from men as far as the knowledge in the field of agriculture is concerned. It is possible that if a person has gained practical experience in the field, the information provided in the adult education centres is not absorbed or does not lead to any further improvement.

Awareness

Table 3 shows that majority of women are keenly aware of issues relating to availability of medical facilities, vaccination and certain social problems. This indicates that women evince a deep interest in issues of immediate relevance, for instance, availability of medical facilities, and social problems like dowry, gambling, and drinking. Their awareness about symbols of political parties and names of elected leaders is rather poor. This could be because of their

minimal participation in politics—it is limited only to voting. This can be rectified by taking women's groups to panchayat offices for visits, by organising meetings with local leaders, and formal teaching about government and the constitution.

The table also indicates that women have significantly lesser awareness than men with regard to the issues taken up in the study. They however, did not differ significantly from men in respect of awareness regarding medical facilities like vaccination, and advantages of qualified staff-doctor or nurses in conducting child deliveries. In fact, the latter is the only aspect, awareness with regard to which is more among women than men. This finding may be taken as an indication that there is at least one area in which adult education seems to be providing desired effect on women learners.

Conclusion

The results of the study point out certain specific areas where women learners seem to have gained from AEP. These are literacy skills like reading sign boards and letters, and writing names and numbers. Further, they showed a keen sense of awareness with regard to banking services and advantages of savings, apart from awareness of medical facilities and social problems. The study also points out that there are significant differences between men and women with regard to most of the issues.

The study also highlighted the need for the adult education centres under AEP, specially those for women, to pay greater attention to improving their reading and writing skills, providing more information regarding occupational skills, and educating them on

issues relating to politics and secularism.

However, there are other issues apart from the content of the programmes which need to be considered. These are as follows.

— It is desirable that in an adult education centre for women a female instructor be present. She may be able to better motivate and sustain the interest of women learners.

— Certain applied aspects of education, which would be relevant to women like health, child care and nutrition should also be included in the courses of the adult education centres. Apart from this, productive skills should also be imparted.

— Sincere efforts should be made to improve the attendance of women. For this men should be educated regarding the usefulness of involving their women folk in the adult education programme. Further, introduction of economic incentives may also increase the participation of women. Unless women learners attend the centres more regularly even a well planned adult education programme may not succeed. An earlier study by the author (1984) has highlighted the importance of the relationship between

attendance and learners' achievement. (*IJAE*, May, 1984, pp. 17-20)

— Lastly, there is an urgent need for the establishment and development of women's organisations at the grass-root level. Such organisations can play a significant role in the education of women. ● ● ●

(Contd. from page 7)

states which had already made reservations above 27% would remain unaffected by this recommendation. Taking a cue from the Commission's recommendations, the state of Gujarat appointed its own second commission and sought to increase 10 per cent reservations made for the OBCs to 27%. That increase had to be withheld in face of agitations. In 1977 Government directives were issued to semi and non-Governmental organizations receiving Government grants or subsidies to reserve 13 per cent of jobs for the Scheduled Castes. The agitations in Bihar, Maharashtra and lately in Gujarat were a sequel to this belated initiative of states in the area of reservations policy. The South Indian States, where the policy is well established and has a long history, have remained, by and large, unaffected by agitations.

(To be continued)

Demands on University-based Education in Ghana : A Review

Kobina Asiedu

Whether adult education, as distinct from formal education, should concern itself only with 'liberal' or further' education—viewed as education promoting self improvement and overall development or 'understanding or skills of anyone who has left the primary school system'—or should also, expand its domain to higher education to include examination oriented approach leading to award of certificates and degrees of a equivalent to the formal system is a conceptual issue which can be debated endlessly. The present article while analysing the demand for higher education in Ghana during the period 1945-1965 concludes that University-based adult aducation programmes in West Africa need to provide liberal as well as examination oriented programmes. The conclusion, one can not deny, should form the guiding princi ple for adult education programmes anywhere in the world, for any educational programme to be successful must respond to the genuine needs of the people.

THERE are very few studies that analyse the demand for education by the adult population of a given society. Such studies as are available merely investigate the temporary motives of adults for enrolling in adult education programmes (Ansere, 1977). Yet it is possible to conceive of the people's willingness or demand for and participation in adult education programmes as a social phenomenon, and to explain it either in terms of factors incipient in the society or as a process in the evolution of the society. In other words, it is possible to conceive of adult education as a social demand, and to account for this demand in terms of sociological theory.

Such an approach has been adopted by Hopper and Osborn (1975) to describe the growth of adult education in England between 1945 and 1965. In trying to find out why there was a boom in the demand for higher education in England during the period, and who actually the adult students were, the two authors found ample data to support their hypothesis that adults who returned to learning usually had relatively little satisfaction with respect to their income and status, and that they were usually drawn from at least upper-lower or lower-middle backgrounds.

They concluded that the demand for higher education was due to the inefficiency of the educational system in its conduct of the selection process, which makes individuals to develop feelings of deprivation in respect of stratification goals. These goals are valued in an ambivalent manner, leading to ambivalence towards one's self, one's society and creating a feeling of marginality in various settings. Adults who return to higher education, they posit, do so primarily in an attempt to adjust instrumentally to the difficulties they experience as a result of selection errors perpetuated by the educational system.

The purpose of this study is to test these conclusions in the light of the demand for higher education in Ghana between 1951 and 1966. This period in Ghana's history could be referred to as the 'Nkrumah era'. In 1951, Ghana obtained internal self-government, and one of the first acts of the African-controlled government, was to pass an Accelerated Educational Development Plan, which introduced fee-free primary education in the country. This plan also led to an expansion in the number of secondary schools and teacher training colleges. The government also intensified efforts to develop the rural areas which had started in 1944, following the establishment of the Department of Social Welfare the year before. As part of the rural development programme, a number of rural industries were established in various parts of the country, especially after independence in 1957, calling for new cadres of managers and administrators. Thus, until the end of the era in 1966 when Nkrumah's government was over-thrown, the society was undergoing fundamental social, political and economic changes, and it is important to measure the extent to which these changes led to demand for adult education.

The Genesis of the Demand

From its inception, Western education created among all African societies, a demand for higher education, (Asiedu, 1985). It is therefore fair to argue that the genesis of the demand for higher education in Ghana after 1951 can be traced to the early expansion in the formal education system in the country. In 1887, there were only about 3000 pupils in primary schools in Ghana. By 1902, the number had risen to over 12,000 as a result of expansion in the educational system following the passage of the 1887 Education Ordinance (Yousif, 1974 : 20). By 1928, the number of pupils in Ghanian primary schools was 31,858, and many families were willing and able to send their children to school as a result of the relative prosperity which the country experienced after the first World War.

This increase in the number of primary school leavers, *per se*, did not lead to a very widespread demand for higher education in the country. It is true that in 1924, the colonial government established Achimota College to provide secondary and teacher education for selected primary school leavers, but the college was not envisaged as a place for the provision of higher education for the masses or for all those yearning for such form of education. Rather, the college, came up as "an institution that is destined to be the mainspring of all educational works in the country", and provided admission to only a few students who either belonged to elite families or had shown remarkable academic promise. The limited opportunities for higher educa-

tion did not create social conflict because there were many who believed that "school stopped at standard seven" (Yousif, 1974 : 21),

Guggisberg became Governor of the country in 1919, and under him, there was a steady expansion of the educational system. The educational budget was increased from £ 176,000 in 1936 to £ 213,000 in 1939, leading to the establishment of primary schools in several villages. (Hilliard, 1957). By the outbreak of the Second World War, agitations had begun for the establishment of higher education institutions in the country. What caused the change in the situation ? First, it was possible for primary and secondary school students who had high mobility aspirations to travel overseas in the years before 1933. The great economic depression which European countries experienced in the years after that curtailed the awards such overseas students received, and therefore stifled the aspirations of such ex-school leavers. Secondly, their families were no longer rich enough to finance such overseas trips. Thirdly, faced with economic difficulties, most of the students who were studying overseas had to return home, and most of them were dismayed by the lack of opportunities at home to complete their advanced courses. Thus in 1936, the Advisory Committee on Education in the country recommended the creation of local institutions of higher education "to keep the more able at home to prevent them from coming under the liberal influence which study abroad exposed them to" (Yousif, 1974: 24). Most of these returnee students also exercised a great influence on those who had remained behind, and the aspirations of both the groups were further kindled by the work and publi-

cations of the West African Students' Union based in London, as well as by the demand of the National Council of British West Africa and other nationalist groups for a West African University.

These developments led to expansion in secondary education in the country. By 1947, there were ten government assisted and 18 non-assisted secondary schools, with a total enrolment of 4,150 students. (Yousif: 1974 : 27). These schools were, however, quite insufficient compared with the demand for higher education. Members of the Watson Commission noted the intensity of this demand when they stated in their report :

Nothing impressed us more than the interest of the people...in education. Practically every African who sent a memorandum or appeared in person before us, sooner or later started to discuss education. It does not spring solely from any mercenary assessment of material benefits but from some- genuine desire for learning itself. (Watson Report, 1948: 62).

Thus, one can say that even before 1951, the demand for higher education in Ghana was great. Despite all efforts to establish secondary schools and even a University (in 1948), only a small proportion of the prospective clientele had opportunities to further their education. The few higher institutions thus ended up producing an elite class, and the majority found themselves 'starved of intellectual and cultural facilities for self-improvement except the very limited opportunity that the literacy and social clubs provided for them' (Hagan, 1974 : 20).

Higher Adult Education :
Conceptual Issues

Those who attended the new

secondary schools established by the government constituted a very small percentage of the young men and women aspiring for higher education in the country. By far the majority of these were ex-primary school leavers who had taken up one employment or the other. Yousif (1974), Hagan (1974), Asiedu, (1985) and Opare—Abetia (1976) have described in detail the nature of the demand for self-improvement and further education among adults in Ghana from 1948 to 1960. This study explores the nature of the demand for academic programmes leading to examinations and the award of certificates, and it is from that angle that higher education, as used here, is distinguished from 'further education'. Higher education is conceived as education that follows the secondary school curriculum or the curriculum of any tertiary institution, while 'further education can be viewed as education that promotes understanding or skills of anyone who has left the primary school system. By the demand for higher education, therefore, we mean requests by adults for courses leading to examinations and the award of certificates.

LaBelle and Verhine (1976) have pointed out that although non-formal education is indispensable in the overall development of individuals and their societies, it has a serious weakness, namely that it is inadequate in catering for the yearnings and aspirations of the upwardly mobile. The structure of the modern industrial society is stratified, and the basis of that stratification is the different qualifications held by its individual members. Those who are able to obtain higher qualifications (and certificates, to be precise) occupy higher status within society. To repeat the words of Hopper and Osborn, those who do not possess higher qualifications 'develop feelings of deprivation in respect to stratification goals', and therefore use adult education as an instrument to help them adjust.

The quest for higher education as opposed to further education constituted a great philosophical problem to both the Department of Adult Education at the University of Ghana and that at the University of Ibadan from their early years of establishment up to the beginning of the 1960's. Imbued with the philosophy that guided extra-mural work in British Universities, with their emphasis on liberal education for enlightenment and self-improvement, most of the early organisers of adult education in both Ghana and Nigeria did not think that University extra-mural work should be examination-oriented. All through the period, the reports of the two Departments were full of accounts of dwindling enthusiasm resulting from unwillingness of organisers to promote examination-oriented programmes. Yousif reports that the People's Educational Association of Ghana, in explaining why the number of their classes dropped in 1958/59, remarked that "the demand for examination-directed courses is ever persistent, although the associatin has not yet decided upon this question which has dominated over the past three years, and is understandably the concern of many a young member of the association" (Yousif, 1974: 71).

Similarly, Miss. (now Professor) Bown reported that many came to her extra-mural classes at Ibadan because they were attempting to pass one or other examination. She explained to them that while what they learned in

class was bound to help them with their private examinations, the classes were not designed for secondary-type examinations. (Yousif, 1974: 137). Yousif reports an ingenious method one tutor devised to go round the problem :

I skated very close to G.C.E. requirements. When I smelled trouble, I announced solemnly the need for the students to be initiated into imagery through African speech, which abounds in it. After tackling James Stephens' *The Shell*, Loca's *Song of the Barren Tree* and D.H. Lawrence's *The Snake*, the subject matter of which the African can identify himself with, we took a heavy dose of Keats, the G.C.E. prescribed work of the year. (Yousif: 1974: 138).

Between 1951 and 1962, while the official policy of the Department of Adult Education of the University of Ghana, and that of Ibadan with regard to extra-mural work favoured the promotion of liberal education for adults, there was in both countries, a very widespread demand for examination-oriented courses. What factors created the demand ? What was the outcome of the demand ?

Reasons for the Demand

In 1963, the following letter was received by the Director of the Institute of Adult Education of the University of Ghana :

I am a woman of 30 with two children. My problem is that I find it difficult to fend for myself and the two children since their father, for more than seven years now, does not care for them. I therefore, want to further my education in order to get a good job and be able to care for my kids. I have been advised by Auntie Mary (a public advisor), to direct my application to you. I am a middle school leaver and I lost my job as a public teacher since September. Since then, I have tried in vain to secure a job. I therefore entreat you to help me further my education.

This singular example shows that the primary reason for the demand for higher education among adults during the period was vocational. The Watson commission had noted a yearning for learning for its own sake among Ghanaians, and Mc Lean, who initiated the early experiments in University-based Adult Education in Ghana, also observed that "it was not 'vocational' but political pre-occupations which burst in on every discussion" (Mc Lean, 1949). Yet it is difficult to believe that individuals did not perceive education as a tool for preparing themselves for the economic opportunities that were constantly being brought into being as a result both of the Africanization of the civil service and the establishment of new industries in the country. The demand therefore can be explained in terms of the findings of Hopper and Osborn (1974) who posit that adult education programmes are patronised by two sets of clientele : those who are upwardly-mobile and therefore see education as an instrument for social and economic advancement, and those who, like the woman who wrote the letter, are downwardly mobile and believe education can help them reverse the trend. Besides, as Yousif notes (Yousif, 1974: 29) "the rapidly expanding school output as related to the limited number of jobs available for the Africans resulted in unemployment among school leavers". Their training only fitted them for little

else but clerical jobs and as pupil teachers. The security and income from these jobs were rather scanty.

The other most vital factors responsible for the generation of the demand for higher education were the establishment of the University of Ghana in 1948 and the rub-off influence of the educated class on the less qualified elements. By 1948, Ghana had produced a crop of graduates who had returned from overseas countries. These graduates usually occupied civil service positions previously reserved for Europeans, and although majority of them lived in bungalows tucked away from the populace and indeed behaved like Europeans, quite a number of them were imbued with liberal ideas and helped with teaching at extra-mural classes and lectures organised by the various voluntary associations and by the Department of Adult Education of the University of Ghana. These gentlemen became sources of inspiration to their tutorial students, who invariably also desired to obtain higher qualifications, especially when a University was locally available.

Nature and Extent of the Demand

In the light of the official policy of the Department of Adult Education not to promote examination-oriented programmes from its inception in 1949, it is difficult to assemble information on the nature of the demand for such programmes. There is no doubt that the demand was consistently for courses leading to the ordinary and advanced levels of the General Certificate of Education. Confronted with the negative official policy, most of the extra-mural students showed the "greatest enthusiasm in classes in English Language and Literature, economics and political subjects". (I.A.E., Report from Eastern

Region, 1956-57). A similar report from the Accra district stated that "as in the country generally, Accra District students voted most heavily for English Language and Literature Studies, then economics" (I.A.E. Report, 1956, 57).

Another subject that generated very great interest was Advanced Economics, which was begun in Accra in 1949 and which continued through to 1955. In 1949, it was made up of ten lectures per year. By 1953, as many as 32 lectures were offered to an average class of 18 participants. Luckily, the Report of the Department for 1959-60 made an attempt to distinguish, albeit roughly, between purely extra-mural classes and regular classes constituted by at least 20 students who were aiming at taking examinations. The attendance was given as following :

Region	Extra-Mural	Longer clasees
Accra	—	19
Eastern Region	4	26
Western Region	10	12
Volta Region	3	20
Ashanti and Brong Ahafo	5	29
Northern Ghana	4	6
Total :	26	112

We can see that by 1960, the demand for regular, systematic courses had outstripped that for informal discussions throughout the country. The same report acknowledged this phenomenon in the following words :

About 2,750 adults were meeting week after week to seek a mastery of one subject, through lectures, discussion, and written work.

The report provided the following figures to illustrate the increasing emphasis upon longer courses during

the six years :

Year	
1954-55	159
1955-56	157
1956-57	120
1957-58	109
1958-59	140
1959-60	150

Those who demanded examination-oriented courses were relatively younger than those who desired adult education merely for enlightenment. The breakdown of a class at Axim, 211 miles West of Accra, in 1954-55 typifies the composition of an average class throughout the country during the period :

Teachers	12
Meteorological Observer	1
Treasury Clerk	1
Post Master	1
Clerk of Council	1
P & T Clerk	1
Agri. Dept. Clerk	1
Local Council Clerks	2
Pharmacist	1

The figures indicate the preponderance of teachers and clerks, but of special significance was the presence of a postmaster and a pharmacist. The Accra class for Advanced Economics during that same year also had a postmaster and a pharmacist. Post-masters in those days constituted a source of information and enlightenment in the community, much as school teachers did. Pharmacists also had to be knowledgeable to be able to provide enlightenment in the area of health, but one can also adduce the subtle influence of Mr. Gilly O. Jones-Quartey, an Accra Pharmacist who became the Chairman of the Accra Extra-Mural Classes committee in 1950 and who also chaired the National Conference at which the People's Educational Association was born. He has been described as a 'man who had unquestionably developed a profound interest in voluntary associations and was known to be a member of not less than a dozen social and cultural associations' (Hagan, 1974: 12). Another prominent pharmacist, E.K. Bensah, was the secretary of the extra-mural class at Swedru.

Thus, it is legitimate to conclude that the demand for higher education during the period emanated from members of the public who had received some minimal form of primary education and were engaged in vocations that offered very limited opportunities for advancement. They regarded themselves as community leaders, and they therefore sought higher education both to improve upon their professional status and also to enhance their social image. Such individuals came from the upper lower or lower middle classes. In a society such as we are discussing, those from the lower-lower classes did not attend even the primary school, while those from the upper classes invariably had access to the few secondary schools available. Again, as the case of the pharmacists in the extra-mural classes shows, most of these individuals had either relations or professional colleagues, who constituted a significant source of inspiration in their efforts to obtain higher education.

Outcome of the Demand

We noticed from the report of the Department of Adult Education for 1959-60 that the Department was subtly recognising the demand for higher academic programmes and was unofficially providing for such a demand. In 1960, the Director sent a memorandum to the International Commission

on Higher Education in Ghana in which he made the following admission :

Any Extra-Mural Tutor, particularly in the main towns, could bear witness to the large number of his students who aim at securing high qualifications...It would seem appropriate to consider whether the University could help to meet their needs more efficiently than their individual struggles can go (Yousif; 1974: 82).

In 1962, 'Workers' Colleges were established in Accra, Kumasi, and Sekondi-Takoradi to provide workers with educational facilities of a high standard for both the General Certificate of Education and for Non-Diploma Courses. These Colleges were run by the Department of Extra-Mural Studies (then re-named Institute of Public Education). From then on, it was only a matter of time before the flood erupted. During the 1962-63 session, these colleges conducted a total of 388 G.C.E. classes compared with only 126 liberal classes. Other workers' colleges were opened at Tamale and Cape Coast, and most study centres in the country began to prepare students for the G.C.E. At the moment, one of the problems the Institute of Adult Education in Ghana faces is how to draw a balance between satisfaction of the demand for higher education and the need to retain the University tradition of liberal programmes geared towards self-improvement and enlightenment. It does seem that both types of programmes must be given legitimate focus in University based adult education in West Africa since they are both genuinely needed by the adult population.

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Effectiveness of Visual Aids : A Comparative Study

Anupama Shah
and
Sandhya Gupta

Visual aids in general have been found to be effective in imparting education. However, keeping in view the fact that the cost incurred on the preparation of such aids would be different for different types of aids--for instance, graphic (flash cards), three dimensional and (puppets) and projected (slides) aids—a comparative study would have important implications for a developing country like India with limited resources. Presented here are the findings of one such study.

NON-FORMAL system of education to be effective must be flexible, learner oriented, diversified in method and content, non-authoritarian, and based on learners' interests. It should be able to mobilize local resources, enrich human and environmental potentials, and cater to all ages and sections of the society. Its success however would depend primarily on the interest it can arouse. Not only must it be able to sustain the interest of those already participating, but should also be able to constantly attract new learners. Audiovisual aids form an effective means to attract learners and promote participation and action.

Some of the visual aids which can be used effectively for imparting non-formal education are : graphic aids, three dimensional aids and projected aids, such as, flashcards, puppets and slides, respectively. While all the three are group media with visual component, they differ in their preparation, cost and use.

A field experiment was therefore undertaken for a comparative study of the effectiveness of these visual aids in imparting non-formal education. Two specific subject areas were chosen for the study. These were :

● Importance of educating girls and women for
— family
— personal development
— personal contribution to the family
● Importance of supplementary income activities
— problems faced due to limited income.
— supplementary income activities through which woman can supplement family's income
— benefits a women can derive from supplementary income activities.

The subject matter areas and the specific content to be covered under each topic were decided keeping in mind their suitability for presentation through flashcards, puppets and slides and their relevance to adolescent girls and young women in the present time.

Objectives

— To find out the impact of the three visual aids, i.e., flashcards, puppets and slides, in providing knowledge through non-formal education in the two selected areas.

— To find out significant differences in the impact of the three visual aids in the two selected areas in relation to

a) Literacy level of the respondent
b) Total number of children in the family
c) Number of girls in the family

Method

The present investigation was a field experiment having pre-test-post-test design. The following steps were followed in conducting the experiment.

Preparation of Visual Aids

Flashcards, puppets and slides were prepared having the same content.

Flashcards and slides were checked for the appropriateness of illustrations and commentary by the experts. For the puppet plays, puppeteers were trained by the investigator, and the puppet expert, and the teaching aid teachers for manipulation of the puppets, dialogue delivery, voice modulation, backstage discipline and techniques and co-ordination with the background music.

Construction and Validation of the Tool

A structured questionnaire cum checklist regarding the two topics was prepared and used for pre-testing and post-testing.

The questionnaire had five sections comprising items relating to background information, knowledge and opinion in the areas of educating girls and women, and supplementary income activities. In all there were 29 knowledge items and 62 opinion items.

The tool was pre-tested and checked for the content validity.

Data Collection

The data was collected from the three Labour Centres in Baroda, as per the schedule shown in Table 1 (p. 25).

Sample of the Study

From each Labour Welfare Centre 25 adolescent girls and women were selected, making the total 75.

These adolescent girls and women were present at all the three stages of experiment, that is, pre-test, experiment and post-test, and had pre-test score of less than 75 per cent.

The actual distribution of the respondents in the various categories of the three variables was as shown in Table 2 (p. 25).

Major Findings

— There were significant differences in the pre-test and post-test scores showing an overall impact, overall gain in knowledge, overall change in opinions' gain in knowledge of educating girls and women, gain in knowledge of supplementary income activities and change in opinions with respect to supplementary income activities in E_1, E_2 and E_3.*

— There was no significant difference in the pre-test and post-test scores showing the change in opinions regarding educating girls and women in E_1, E_2 and E_3.

— There were significant differences in the gainscores showing the overall impact, overall change in opinions regarding the two selected topics and change in opinions regarding supplementary income activities in E_1, E_2 and E_3. It was found that gainscores of E_1 (flashcards) were higher than E_2 (puppets) and E_3 (slides).

— There was no significant difference in the gainscores of groups E_1, E_2 and E_3 with regard to overall gain in knowledge, gain in knowledge of educating girls and women, gain in knowledge of supplementary income activities and change in opinions regarding educating girls and women. All the three experimental groups had gained knowledge almost equally.

— There were significant differences in the post-test scores showing the impact regarding the two selected topics in E_1, E_2 and E_3, in relation to literacy level of the respondents. It was found that respondents with higher literacy

* E_1—Experimental group subjected to flashcards.
  E_2—Experimental group subjected to puppets.
  E_3—Experimental goup subjected to slides

level had higher post-test scores as compared to their counterparts.

— There were significant differences in the post-test scores showing the overall impact, overall gain in knowledge, overall change in opinions; gain in knowledge and change in opinions in respect of importance of educating girls, and change in opinions with respect to the importance supplementary income activities

a) when the high literacy-level respondents in the three experimental groups were compared with each other, it was found that group exposed to flashcards had higher post-test scores than E_2 (puppets) and E_3 (slides) regarding all the above mentioned aspects except change in opinions with regard to the importance of supplementary income activities where E_3 (slides) had higher post-test scores than E_1 and E_2.

b) when the low literacy-level respondents in the three experimental groups were compared with each other, it was found that E_1 (flashcards) had higher post-test scores than E_2 and E_3 regarding the above mentioned aspects.

— There were significant differences in this post-test scores showing the impact regarding the two topics in E_1, E_2 and E_3, in relation to total number of children in the family. It was found that the respondents with lesser number of children in the family had higher post-test scores as compared to the respondents with more children in the family.

— There were significant differences in the post-test scores showing the over all gain in knowledge and gain in know-

ledge of educating girls and women :

a) when the respondents with lesser number of children in the family, in the three experimental groups were compared with each other, it was found that the group exposed to puppets had higher post-test scores as compared to E_1 (flashcards) and E_3 (slides).

b) When the respondents with more children in the family, in the three experimental groups were compared with each other, it was found that E_1 (flashcards) had higher post-test scores as compared to the other two experimental groups.

— There were significant differences in the post-test scores showing the impact regarding the two topics in E_1, E_2 and E_3, in relation to the number of girls in the family. It was found that respondents with few girls in the family had higher post-test scores as compared to their counterparts.

— There were no significant differences in the post-test scores showing the impact :

a) when the respondents having few girls in the family, in the three experimental groups, were compared to each other, it was found that all the three experimental groups had gained knowledge and changed opinions almost equally.

b) when the respondents having more girls in the family, in the three experimental groups were compared to each other, it was found that all the three experimental groups had gained knowledge and changed opinions equally.

Discussion

In all the three experimental groups, significant differences were found in the pre-test and post-test scores showing the impact.

This reveals that flashcards, puppets and slides helped the urban adolescent girls and young women in acquiring knowledge and changing opinions. This can be supported by the researches which indicate that 83 per cent of learning takes place through sight. Learners perhaps cannot concentrate much on the verbal media alone and learn better through visual media which not only arouse interest but also enrich learning situation by sustaining interest, promoting better understanding, and motivating thinking and action.

Among the three experimental groups, flashcards were found to have high gainscores as compared to the other two visual aids. This may be due to the reason that flashcards are a direct medium of communication, with an instructor constantly being present to show the flashcards, leading to definite reinforcement of learning.

It was found that respondents with high literacy level, and from families with few children and few girls had higher gain in knowledge and change in opinions as compared to respondents with low literacy level, and coming from families with more children and more girls. The reason for this may be that respondents with high literacy level have better assimilation, better understanding and an open mind receptive to various learning situations. The respondents with few children and few girls in the family seems to have a positive attitude towards the education of children, especially girls.

TABLE 1

Treatment	E_1 (Flashcards)	E_2 (Puppets)	E_3 (Slides)
Labour Welfare Centre	Akota	Fatehpura	Gorwa
Pre-test	October second week	September fourth week	October third week
Experiment	October thlrd week	October first week	October fourth week
Post-test	October third week	October first week	October fourth week

TABLE 2

The number of respondents falling in various categories of the three variables in the three experimental groups (N=75)

S. No.	Variables		E_1 (flashcards) n=25	E_2 (puppets) n=25	E_3 (slides) n=25
1.	Literacy Level				
	Low (0-8th Standard)		19	15	14
	High (9th Standard and above)		6	10	11
		TOTAL	25	25	25
2.	Number of Children				
	More (4-9)		12	18	10
	Few (1-3)		13	7	15
		TOTAL	25	25	25
3.	Number of Girls				
	More (3-7)		12	12	11
	Few (1-2)		13	13	14
		TOTAL	25	25	25

Implications

The use of flashcards should be encouraged among the non-formal education instructors. These are more effective, and are also economical in terms of time, money and energy as compared to other two visual aids. This finding is important specially for a developing country like India which is over populated and lacks in resources and has widespread illiteracy.

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Evaluation in Adult Education

Jagannath Mohanty

As in the case of planning and implementation of the programme itself, the key guiding principle for the evaluation of an adult programme, says the author, should be 'flexibilty', keeping in view the heterogeneity of adult learners in terms of age, experience, aptitude and interests. Suggesting a more active involvement of the Central and State Directorates of Adult Education and the State Councils of Educational Research and Training, the article concludes that for our present programme to serve as a guideline for the future, evaluation is indispensable.

EVALUATION is essential for bringing about improvement in the quality and efficacy of any programme. Adult education programmes, in order to be suitable and effective, need to be evaluated from time to time. The evaluation of an adult education programme, like the programme itself is characterised by flexibility, heterogenity, participation and relevance. This in turn poses some special problems viz. absence of structured learning situations, variations in the rate of learning of the educands, lack of motivation among adult learners, non-availability of evaluation tools and expertise. While the tools and techniques used for evaluating formal education courses are not really appropriate for adult or non-formal education, these can be applied with suitable modifications and improvements.

The following objectives are expected to be realized through evaluation.

— Evaluation in adult education is necessary not only for assessing the level of achievement of the learners, but also to aid and accelarate the pace of their learning.

— Diagnosis of the strengths and weaknesses of the learners and provision of remedial as well as enrichment measures can be made with the help of evaluation.

— Adequate confidence is generated in the adult learners regarding their ability to improve competence and achievement.

— Feedback is provided for bringing about desired modifications in the methods, media and materials used in adult education.

— Like learning, teaching is strengthened and improved with the findings/results of evaluation.

Nature and Characteristics

Evaluation is an integral part of the adult education programme. It must be a continuous process starting from the planning stage and ending with the assessment and follow-up stage. Data must be collected about the adult educands—their age, interests, background knowledge and experience, language, occupations, attitudes and aspirations. Analysis of the programme content, methodology, materials, media and other inputs (both human and material) and feedback must be continuous to provide necessary correctives for progressively making the programme effective and useful. This is the aim of concurrent and in-built evaluation.

In adult education, evaluation is not only an in-built process but also participatory in nature. It is not done only by the instructors or supervisors, but by all concerned—even by other learners and educands themselves. The organisers, resource persons and other workers in the field may conduct evaluation. Each participant in the process must be able to know what he or she is getting from and contributing to the success of the programme. Participatory evaluation will be promoted by all concerned with favourable attitude and found useful with the knowledge of inadaquacies/deficiencies in the programmes. The organisers can use these findings for planning further and learners can find them as means of self-improvement.

Like in formal education, in non-formal/adult education also evaluation is objective-based. No evaluation is meaningful without a knowledge of the initial conditions or entry-point knowledge and skills. That is, the data about knowledge, understanding, interests, skills, attitudes, etc., of the educands at the commencement of the programme must be collected, so that proper assessment can be made as to whether any changes have been brought about in the educands and to what extent these are due to the programme. Thus, after assessing the extent to which the desired objectives have been realized and the difficulties in the way of their realization, necessary modifications can be brought about in the content, methods, media and materials.

Evaluation of adult education should not be restricted to achievements only, but should be extended to the entire field of operation. In other words, it will not be limited to the outcomes of learning, but will also include the means of achieving these. Thus, attempts should be made to evaluate both the result of performance and the process of performance itself. With this aim in view special tools have to be developed and special procedures as well as well as proforma designed for recording the data/evidences which need to be interpreted and reported for further action. Evaluation of the performance of learners should not be in terms of awarding of marks only which have no meaning for the adult educands. Rather, it should serve as a guideline for determining the level of their achievement, identifying the areas where they need to devote more time and energy and where they have more capabilities and inclinations, the speed of their progress, the material or media

in which they are more interested, and so on. The results and findings will provide adequate feedback for further progress and planning.

In view of the heterogeneity of adult learners in terms of age, experience, aptitudes and interests, there must be flexibility and freedom in adopting tools and techniques of evaluation. The procedures will be situational and individualised as all the adult educands may not be brought to the same place for evaluation. It is rightly said that the learners' achievement/proficiency will have to be evaluated in actual learning situations and even the tools may not be the same for everybody.[1]

Since evaluation in adult education is to be individualized, it must be self-paced. A specific time cannot be fixed and a particular time-table cannot be followed for such an evaluation. Proficiency in any one or more aspects of the programme or the course can be acquired by a learner through his individual efforts and it may be evaluated only individually. Self-evaluation is very useful for a motivated adult learner who would like to compare his own performance with that of others. Evaluation by co-workers, colleagues/classmates can also play an important role in adult education as they are acquainted with the real situations and therefore able to provide on the spot guidance. This may prove to be motivating for learners, they may be inspired to emulate those whose performance is better. On the whole, evaluation in adult education should be informal, flexible, and individualized. No sophisticated tools and techniques of evaluation are really relevant and meaningful for assessing the participants of adult education programme.

Forms and Procedures

Evaluation would take different forms depending on the needs, and problems of the clientele. Besides, it can be for pupils, instructors, trainees, and for resource persons on the one hand and for the programme content, media, methods and materials, on the other. Whatever the focus, evaluation must form an integral part of the entire system and should be a continuous process starting from the very beginning of planning. Implementation in the field must be - preceded by pre-service training. At this stage the following functionaries and aspects may be taken into consideration for evaluation.[2]

— Trainers (who are the organisers of training including the resource persons) ;

— Trainees (participants of a training programme) ;

— Instructional process ;

— Material inputs (viz. physical facilities, audio-visual aids and teaching-learning materials).

— Organisational aspects (such as preparatory work, and schedule of training).

In the case of trainers, their communication ability, their resourcefulness, their ability to involve the trainees in the learning process, their ability to integrate their experiences in the whole process of training, content and methods, their knowledge of the field situations, etc., have to be evaluated. In the case of trainees, it is necessary to evaluate the knowledge, understanding, attitudes and skills that they acquire during training.

The adequacy and use of physical facilities, i.e., seating, lighting, food, accommodation, various methods used

for communication, use and effectiveness of audio-visual aids, and relevance of teaching-learning materials have to be assessed. The organisational aspects such as preparation, optimum use of resource persons, work schedule of training should also be evaluated. All such evaluation is necessary for improving training and increasing the competence of trainees and trainers.

Pre-training assessment is also essential. For this, background information about the trainees has may be obtained prior to the training programme and in case of any difficulty, on the first day of the training programme. This assessment would help the trainers in planning the details of the training programme and also help the trainees in preparing themselves for participation.

The system of evaluation aims at improvement in the implementation of the programme at all levels. At the Central Level, the Directorate of Adult Education is expected to play an important role in establishing cooperative relationships with a number of appropriate research agencies and institutions on the one hand and preparing agencies in the States to develop capability for evaluation and research.[3] State Directorate of Education should take initiative to involve various agencies and organisations for evaluating the training programmes as well as the trainees and trainers. The State Councils of Educational Research and Training/SIEs should take up schemes of research and evaluation of specific programmes and their components in adult education. At the field level, adult education officers would collect data and draw samples, the educational institutions may conduct research studies in respect of the impact of various programmes and strengths as well as weaknesses of their components.

Conclusion

Thus, evaluation and applied research studies should find an important place in implementation of adult education programmes. These must constitute an essential part of the whole programme from the very beginning. Both formative and summative evaluation should be done for planning and preparing the programmes and for bringing about the desired improvement and modifications in the same. This would help in realising the objectives laid down both at the national and state levels. In the absence of adequate evaluation, the experience of the adult education programme now being implemented cannot serve as a guideline for the programme proposed to be undertaken in the future. We can learn from our experiences and proceed forward on the right lines only through evaluation.

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BOOK REVIEW

The World Crisis in Education—The View from the Eighties by Philip. H. Coombs ; Oxford University Press *New York* (1985) ; *pp 353.*

In 1968, Philip Coombs, in his book. *The World Educational Crisis : A Systems Analysis*, came out with a startling discovery that there was an emerging crisis in world education. This contention was hotly debated and discussed in various fora throughout the world and a number of questions were posed. As a result, a world wide assessment of the educational crisis was undertaken.

Coombs presents in this book the findings of the "assessment of recent major trends and changes in education and the critical problems and opportunities likely to confront educational systems throughout the world in coming years." He makes it clear that a world crisis not only exists but has been intensified and has acquired new dimensions in the 1970s and the early 1980s. Of these new dimensions, the most significant, according to the evidence laid bare in this book is that, "there is now a crisis of confidence in education itself", and this conclusion should prod us "to grasp the nature of the critical problems that have enveloped the world of education and move to overcome them by altering their underlying causes". In this book; Coombs has taken this constructive step. It is for the readers to judge to what extent, the suggestions are practical.

In the 1968 book, the main topic was formal education, in this book Coombs concentrates on non-formal education. He no longer speaks of an "educational system" but of a "learning network", and stresses the need for flexibility.

Chapter 9 of the book is of great importance to adult educators in developing countries like India. In this Coombs examines the reasons as to why the highly promoted "Literacy Doctrine" has run afoul of the realities and offers suggestions for a more effective approach to advancing literacy. While

writing about effective approach to literacy I cannot resist the temptation of quoting "An example from Thailand", which can serve as a guide to adult educators in India. He states, "In the early 1970s the Adult Education Division of Thailand's Ministry of Education mounted an innovative functional literacy and family life education program that has since spread far beyond the initial pilot area. This program focuses on a critical examination by the participants themselves of possible ways to solve everyday problems in their local area—problems relating, for example, to farming practices, nutrition, family health, and child care. To prime the discussion at each meeting, locally produced loose-leaf sheets were distributed containing hand-drawn graphic illustrations, individual words, questions, and statements relating to the particular problem or practice to be explored. As if by osmosis, the participants began to absorb these written words and store them away for future use. Their motivation to learn, which was strong, came not from some abstract desire to be literate, but from the opportunity afforded to all the members to discuss openly and more deeply, and on equal terms, the everyday problems and practices that directly affected their own family life. The literacy was almost incidental, yet it took hold far better than it had in a succession of earlier unsuccessful conventional literacy programs tried in Thailand. The follow-up to this new approach has included the establishment and servicing of a network of village reading centres containing newspapers, magazines, "how-to" bulletins, and other reading matter of interest to local people. Thus, their initial literacy skills, rather than evaporating for lack of use (as so often happens with regular literacy programmes), continued to broaden and deepen.

"This integrated, locally based approach to developing literacy skills, in concert with other useful knowledge and skills, is likely to require a large investment of competent personnel and patience, at least initially, than is usually provided for in conventional literacy programmes But its ultimate cost-effectiveness is so much greater that it is a much more productive investment."

Coombs, apart from suggesting effective approaches to deal with critical educational needs and problems, has also dealt with the issues of teachers, educational technologies and educational planning, management, governance and politics. He has attempted to point out some things that are not right with education, along with others that are, to explore the causes of these maladies and where possible to suggest ways to set them right. He however does not expect the readers to accept his views blindly, but to examine and discuss the complex and crucial issues.

The well-documented eleven chapters giving figures, tables and source description give everyone the means to question the conclusions drawn by the author and make his or her own alternate observations. This has made the book extremely valuable to educators all over the world. Planners, policy-makers, administrators and those responsible for implementation of the New Education Policy would do well to study the book to take advantage of the lessons to be learnt from our past failures, so cogently enumerated by Coombs. The book will be of great help in formulating strategies for the success of our New Policy. —S.C. Dutta

ADULT EDUCATION NEWS

IAEA Holds Central Zonal Conference in Faizabad (U.P)

The Indian Adult Education Association (IAEA) in collaboration with Department of Adult Continuing Education and Extension, Avadh University, Faizabad (U P.) organised a two-day conference of Central Zone comprising States of Bihar, M.P. and U.P. in Faizabad on May 24 and 25, 1986. 60 delegates representing Education Departments of the States, Universities, Colleges and Voluntary Organisations attended the Conference.

Inaugurating it, Dr. A.C. Banerjea, Vice-Chancellor, Avadh University said that adult education has a great role in promoting national integration. He stressed the need to give priority to functional literacy among women. He appealed to students to undertake the functional literacy programme in' the spirit of providing help and service to those who are at the lowest rung of the ladder.

Shri J.P. Tewari, Chairman of Central Zone of IAEA in his presidential address said that education provided to adults should be need-based and should help them in improving their economic conditions. He said that teachers have a great responsibility in educating the uneducated and the under-privileged. The ultimate aim of adult education should be to improve the quality of life of the illiterate people, he stressed.

Earlier, Shri J.C. Saxena, Hony. General Secretary, IAEA outlining the objectives of the Conference said that most of the districts in the three states have literacy rate below the national average which is a cause of great concern to adult educators. He said that the region has a tradition of learning and the mass programme of functional literacy should be more vigorously undertaken in the three states which is the heartland of India.

Earlier, Dr. A.C. Sinha, Director, Department of Adult, Continuing and Extension Education, Avadh University in his welcome address said that adult education has to play a great role in alleviation of poverty. He said that 1500 students of the Avadh University are participating in the mass programme of functional literacy.

Shri J.L. Sachdeva, Director, IAEA extended a hearty vote of thanks. He emphasised the need to create proper climate for the adult education programme and lauded the role which TV and Radio are playing now in building the climate.

The Conference took an overall view of the magnitude of the problem related to adult education in the zone; examined the problems faced by field agencies for carrying out their programmes and discussed the role of students and youth in the mass programme of functional literacy.

The valedictory address was delivered by Shri Roshan Lal, Commissioner, Faizabad Division. He said that adult education has a great role in the development of the country. Shri Roshan Lal said that benefits of many development programmes are not reaching the people because they are illiterate and ignorant. Education of the adults should receive priority in all development programmes, he stressed.

Resolutions

The Conference adopted the following resolutions :

1. The Conference of Central Zone comprising of States of Bihar, M.P.

and U.P. of Indian Adult Education Association (IAEA) held at Faizabad, deeply appreciated the initiative taken by the Government of India to launch the Mass Programme of Functional Literacy from May 1, 1986. It pledges support to it and requests all the Universities, Colleges and Voluntary Agencies to intensify their efforts to achieve its objectives as soon as possible, preferably before 1990.

2. The Government of India, University Grants Commission (UGC), State Resource Centre (SRCs) and Universities were urged to sanction and release grants, arrange training, and distribute literacy kits and other training aids, etc. as early as possible. Greater coordination among all the agencies was emphasised.

3. Necessary preparations be made for implementation of post-literacy and follow-up programmes as soon as AECs and MPFL Phase is over.

4. The Conference is of the opinion that in order to make the movement really massive and effective, the learning and teaching material be produced regionally preferably in the universities in sufficient quantity and made available to voluntary organisations ahead of time. This material should be evaluated and revised frequently.

5. The Mass programme should also involve educated youth, students of senior secondary schools, school teachers, educated housewives, ex-servicemen, voluntary organisations and service clubs like Rotary and Lion Clubs.

6. Training should be given at all levels every year. All the colleges, universities and voluntary organisations must have proper infrastructure for this training.

7. The Conference stressed that periodic monitoring, internal evaluation should be undertaken by the implementing agencies and external evaluation by professional institutions like Indian Adult Education Association and Indian University Association for Continuing Education (IUACE).

8. Extensive individual and group contacts be encouraged to develop rapport with masses. Electronic and traditional media be also used.

9. All the three components of adult education be stressed and literacy be linked with all the development schemes and governmental assistance be linked with participation in Adult Education Programme. Adult Education Committees may also be organised at village, block, district and *nagar nigam* levels.

10. Centre/project method be continued along with mass programme of each one teach 2-5 illiterate adults.

11. Statutory Department of Adult and Continuing Education be established or strengthened in all the universities and colleges with suitable infrastructure for formal Adult Education and field work. Uncertainty of temporary nature of posts and funding of programme be eliminated as soon as possible.

12. Serious efforts be made for the professional development of workers. Suitable aptitude and attitude for social service, professional qualifications and experience be prescribed for workers of various levels. Volunteers be selected on the same basis.

13. Household approach be emphasised. Two to five learners may preferably be from the same family.

14. Voluntary donations may be invited through various social service organisations.

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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 cf the Association.

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

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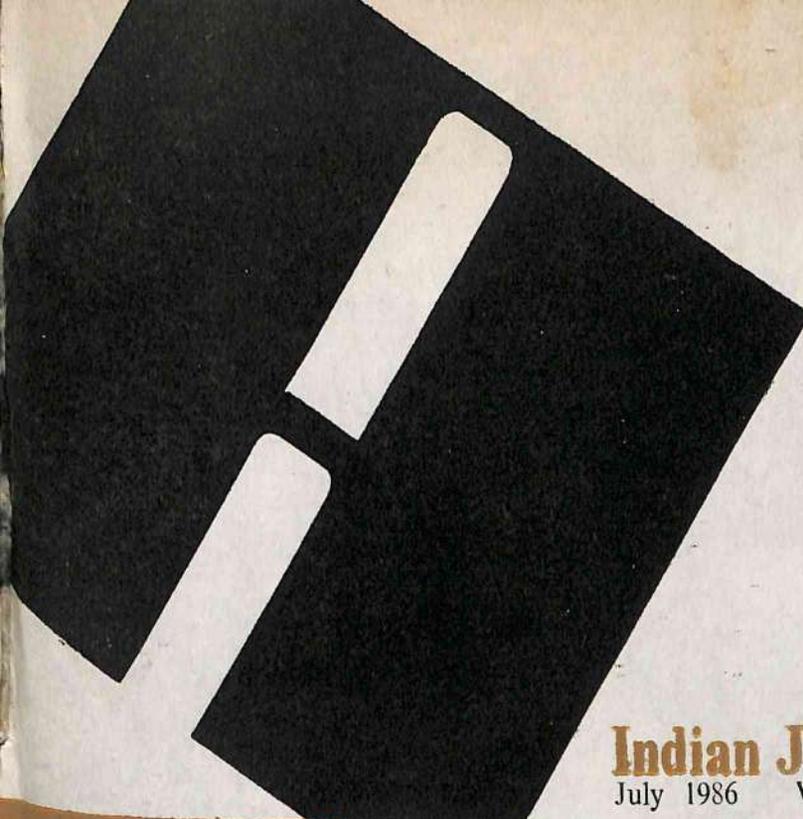Shri K.C. Choudhary
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The Indian Journal of Adult Education, first published in 1939, is brought out every month by the Indian Adult Education Association, a voluntary organisation, registered under the Societies Registration Act of 1860. The Journal 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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Founder Chairman of the Asian South Pcaific Bureau of Adult Education from 1964 to 1976; and founding Secretary of the Indian University Association for Continuing Education, Dr. S.C. Dutta has been an active office-bearer of Indian Adult Education Association for more than 35 years. Having held the office of General Secretary for 22 years, he is at present the Hony. Treasurer of the Association.

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Leaders and Education

In a paper prepared by the UNICEF for a forthcoming seminar on the theme of Population and Development with focus on the role of leaders, particularly the Parliamentarians, the following words occur : "a partnership between the people and the Government is the fulcrum about which the development process turns. Parliamentarians hold the key which will make it turn." Partnership between the people and the Government is a much bandied about idea but the significance about the above quotation is that it assigns to the role of the Parliamentarians a unique function in the developmental process that concerns the people.

The Parliamentarians in this country as well as elsewhere, are essentially leaders thrown up by the democratic process.

There are several ways of viewing the role of the leaders. One of them being visualizing them as educators of the people at the grass-roots. Whatever may be the present day weaknesses and limitations of the Indian Legislature, one thing needs to be recognized that their ability to get elected, in some cases term after term, is no ordinary kind of ability, not withstanding the fact that some help for getting elected comes from the party support and the national leadership, whatever may be the party. To that extent they have the confidence of the people. The role as educators comes to them naturally. In fact this is part of our historical legacy—Gandhi, Nehru, Patel, Jai Prakash Narain and others were at heart educators. A good many speeches of theirs were exhortations of a truly educational nature. The conceptual framework of their role as educators was that of trust in people and their strength, both active and potential. They knew what to say and how to get the people involved in tasks that truly inspired them. The learning value of these was truly enormous.

However, with the passage of a few decades after independence, a sea-change has occurred in the outlook and leadership style of majority of our leaders, whatever may be the political and ideological orientation. Leaders are not taking sufficient notice of the basic worth of people as learners and their potential to

grow on their strength. It is not uncommon to watch leaders "talk down" where common people are concerned and not "talking with them". This is not only true of political leaders, it is also true of leaders of all other varieties. What could be the reason for this ? A brief analysis may be in order. As part of this a question may also be in order. Are our leaders afraid of educated masses ? An educated common man as part of an organised group can be a threat to the status quo of the elite, including the political. An intelligent common man who has learnt the ways of a changing world can prove to be a danger to the established ways of politics and Government, and other areas of life. This is happening in many places. People are trying to set themselves by community and this is based on perceptions of educational nature. It is self-learning at the grass-roots and the leaders have taken note of it and often don't see it in the above framework. If they see it, they seem to ignore it. In that sense the leaders have vested interest in seeing them not educated. In fact what is happening is —a good leader is one who gets and expedites the help from the government through the various programmes and the educational goal of the leaders is around this concept. May be it is unconscious. Nevertheless it is there. The people in turn in many ways demand from the government, sometimes in unreasonable ways, what they could have done for themselves. In this sense the people tend to exploit the government. A truly educated man, common or elitist, thus consciously strives towards self learning and moves towards goals in which he is an active partner. This must come about. And it is here that the leaders, especially political, should play an active part.

A country's future lies in the true enlightenment of all its people especially its poor and the deprived. Self motivated learning is critical to the development of common man and so is the active promotional role of its leaders, especially political, and it should be in a self liberating ethos in which the common man and the leaders should have a common stake.

With Struggle, There Is Hope for Literacy

H. S. Bhola

Geared up with rural based "Popular Literacy Army" and the "Urban Literacy Guerillas", some half a million Nicaraguan "soldiers of knowledge" plunged headlong into a "war on ignorance" with the declaration of Nicaraguan National Literacy Crusade on August 2, 1979. The result was reduction from a 40 per cent effective rate of illiteracy to 13 per cent. Valerie Miller in her book Between Struggle and Hope : The Nicaraguan ,Literacy Crusade *has reconstructed the experience of the Crusade with both its positive and negative aspects.*

Discussing some of the salient features, effects and implications of the Crusade in this review article based on Miller's book, the author says, "We now have the technology af successfully launching and implementing mass adult literacy campaigns and programmes anywhere in the world. What we need are the social visions that compel and the political will that perseveres."

LITERACY is a political act. Therefore, Valerie Miller's book *Between Struggle and Hope : The Nicaraguan Literacy Crusade** would have been a "political document" under any circumstance. In the current American foreign policy context when the administration in Washington is providing active political and military support to anti-Sandinista groups fighting to oust the Marxist government in Managua, and when a liberal columnist like Tom Wicker deplores the fact that the Sandinistas today are becoming their own worst enemies by systematically abusing human and civil rights, it is impossible to view the book outside the ideological and political framework.

To give the book a fair reading, it is important to keep in mind that norms of success and satisfaction in regard to literacy crusades and campaigns – as indeed in regard to any other movements of revitalization and reform– are relative to those making the assessments. Further, success can be measured along two separate dimensions of (i) ideology and (ii) technology. As we will point out later, the Nicaraguan Crusade was an unequivocal technical success in terms of planning, mobilization of the resources of the state and the peoples, preparation of materials, formation of cadres, delivery

*Westview Press, Boulder, Colorado, 1985

of services and evaluation of results. From the perspective of the Sandinista regime in Managua it was also a great ideological success. On the other hand, those who are unsympathetic or disenchanted with the Sandinista and would hope to bury the present regime in Managua deep in the debris of history would regretfully say : "A great success, and a great pity !" We should in any case anticipate here an important lesson from Valerie Miller's book : We now have the technology of successfully launching and implementing mass adult literacy campaigns and programmes anywhere in the world. What we need are the social visions that compel and the political will that perseveres. Mass literacy campaigns are certainly not the socialists' franchise !

Let us begin with a few words about the author. Valerie Miller is an American citizen with a doctoral degree from the University of Massachusetts and who, over the years, has had experience of work on projects of the United Nations, the U.S. Agency for International Development, the Organization of American States, the Central American Institute of Business Administration, the U.S. Congress, and Catholic and Protestant Church organizations. For one year, she also worked on the executive staff of the Nicaraguan National Literacy Crusade and later returned to Nicaragua to do research for the case study now presented in this book.

The book is purported to be an insider's look, which it is, and claims to present a critique of the Nicaraguan Literacy Crusade, offering both its positive and negative aspects. It is a book written with sympathy for the Nicaraguan cause, at least at the historical moment when the Sandinistas were fighting to overthrow the Somocistas and were promising the Nicaraguan peoples both freedom and democracy. It is certainly a book that is written with understanding and sensitivity for the role of literacy in the transformation of societies both developing and developed.

I met Valerie Miller in India in January 1982 at the International Seminar on Campaigning for Literacy, held at Udaipur during January 4-11, 1982 and organized jointly by the International Council for Adult Education (ICAE) and the German Foundation for International Development (DSE). I was an insider at the Seminar : As the technical director of the seminar, I had been closely associated with the various phases of its planning and execution. The seminar had invited one group of participants from countries which had experience in launching successful literacy campaigns and programmes; and another group of participants from countries that were then actively considering literacy campaigns, programmes or projects as part of their socio-economic development plans.

Nicaragua had been invited to send a participant. Initially, we had hoped that Father Fernando Cardenal, the National Coordinator for the Literacy Crusade, would come to the seminar. However, he declined the invitation for reasons of prior and urgent obligations in Nicaragua. Francisco LaCayo, Vice Minister, Adult Education, Ministry of Education of Nicaragua also could not come. Instead, Father Cardenal sent to the seminar in Udaipur, Valerie Miller, to represent Nicaragua and to talk to us about the Nicaraguan Literacy Crusade.

We need not have worried. Valerie Miller represented Nicaragua effectively and eloquently. When it was her turn to make a presentation to the Seminar, she rose to speak thus : "I begin with a

special Nicaraguan tradition, by remembering a man, a very dear friend of mine, who can not be here with us today. His name : Enoc Ortez. His age : 25 years. His background: a farming family from the mountains; an intelligent man who studied computers, a travelled man who forced into exile lived in Chile, where after the military coup in 1973 he was rounded up and tortured, a gentle man who cried with emotion at his wedding, a man who left his bride after two months to return to his homeland, a man who died in a cornfield, killed fighting for a new Nicaragua. Enoc Ortez, you are present with us here today, Enoc Ortez this presentation is given in your honor." Many at the seminar were obviously moved. Some did not know how to deal with this emotional opening. Some others were cynical.

Afterwards, Valerie Miller got into the analytical gear and, with clarity and simplicity, explained to the seminar how literacy was part of the logic of development of Nicaragua at that point in its history; she talked of the necessity of political will for a successful national literacy campaign; she listed the organizational challenges and catalogued the administrative problems; she talked of the need for a balance between centralization and decentralization in decision making; she emphasised the needs of training and staff development; she underlined the need for careful attention to instructional materials and instructional processes; and she discussed the necessity of follow-up programmes and evaluation.

As I now look back on Valerie Miller's 1982 presentation at the Udaipur seminar, I find it a portent of the things to come. In the book under review that

she has just published, she has given us the same beautiful mix of emotion and analysis. She tells the story of the Nicaraguan Literacy Crusade much more comprehensively as she intersperses her analysis with stories of people's hopes and fears as well as of their songs and poetry.

On July 19, 1979, the Frente Sandinista came down from the mountains as heroes to celebrate their victory from the Samoza regime. Less than two weeks later, on August 2, 1979, they declared the Nicaraguan National Literacy Crusade. Literacy did not wait in Nicaragua. The Crusade was one of the first programmes of national transformation for, indeed, literacy was to be central to the process of social reconstruction.

The Crusade would ultimately involve over half a million people almost one-fourth of the country's population of some 2.7 million. In a short 5-month campaign, launched in mid-March, 1980, some 85,000 teachers should be sent out to teach some 460,000 illiterates and at the campaign's end would reduce illiteracy from the effective rate of 40 per cent to 13 per cent.

Elsewhere [1], I have asserted that a model of literacy promotion for national development now exists. The basic processes involved in such a model of planning and implementation of a successful mass literacy campaign are: articulation of the nation's political will; immediate institutionalization of the first policy initiative, and later development of a comprehensive policy-making and legitimizing body; study and diagnosis of pre-conditions; general mobilization of the public, and establishment of structures of mass participation; deve-

1. H. S. Bhola, *Campaigning for Literacy*, Paris : Unesco, 1984.

lopment of the interministerial and inter-agency structures, both administrative and technical; pre-operational preparation; implementation of developmental and instructional actions; evaluation of context, processes and results; and design and establishment of post literacy programes for continuity in the education of the masses. Valerie Miller in reconstructing the Nicaraguan Literacy Crusade provides persuasive evidence that the talk of a model of literacy for development is not idle talk and that a theoretically-informed, field operational model of literacy promotion for development does exist.

The most important point to be made about this model as used is that it is not a socialist model of literacy promotion; it is a general model. Thus, it is not an enunciation of how literacy work is done by a socialist regime; it described in fact the only effective way to manage the calculus of means and ends once literacy has been assigned a central role in the social transformation of nations.

The most important theme that emerges from a reading of Valerie Miller's book is the necessity of the political will in launching effective literacy campaigns and mass-scale programmes. There was no dearth of political will in Nicaragua. There would be a literacy Crusade which would be a "political project with pedagogical implications." It was to be a homage to old martyrs such as Augusto Cesar Sandino; and it would honour others who would be martyrs to the formation of new Nicaragua. Most importantly, it would be the moral equivalent of war to mobilize the energies of the peoples. From spectators, it would make them participants. Once again, it needs to be remembered that socialism is not the only source of political commitment

and simple nationalism can produce heroes and martyrs no less renowned than those who died for socialism. Different societies can draw their strength from different cultural well-springs as they engage in the process of revitalization and reform. Indeed, the Nicaraguan Literacy Crusade drew its moral strength as much from socialism as it did from nationalism and Christianity.

The Nicaraguan Literacy Crusade reinforces slowly emerging understanding that if political commitment exists, no set of circumstances may be too adverse for launching a national literacy campaign or programme. If technical rationality has its way, a nation will never be fully prepared and the time will never be ripe. This is not to suggest that "planning" and "preparation" have no roles to play in successful literacy campaigns. What the Nicaraguan Crusade does suggest is that preparation must not be allowed to become postponement and planning must not become gradualism.

The Nicaraguans did plan and prepare for their literacy initiative as much as possible under the circumstances, and they effectively institutionalized their political initiative. As the Crusade was announced on August 2, 1979, Father Cardenal was appointed National Campaign Coordinator. Though he was given *no public funds*, he was allowed to use the resources of the Ministry of Education to form a unit with two sub-units to provide administrative and technical support to the campaign.

The most important preparatory action was the two-week national census which in itself became a social process of mass mobilization. The new government was able to "offer its hand" to all the people of Nicaragua as the census determined how many Nicaraguans

were illiterate and where they lived; and, equally, importantly, how many were already literate, where did they live, and how many of those could be potential teachers?

The Nicaraguan census which used a short literacy test found that there were 722,431 illiterates in Nicaragua— more than 50 per cent of the adult population. In rural areas, the illiteracy figures were as high as 90 per cent. Yet, for every three illiterates, there was one literate available nation-wide to do the teaching.

The Nicaraguan Literacy Crusade, Valerie Miller tells us, combined preparation with implementation all through the campaign. There were problems arising from sheer inexperience; and there were troubles with bureaucracy, inefficiency, dogmatism and cultural insensitivity as people from different social classes and sub-cultures came into contact. But people learned from their mistakes. The tasks were always accomplished somehow.

The Nicaraguan Literacy Crusade offers an excellent example of mobilization of the people and the resources of the state. The Crusade was indeed a "war on ignorance." In fact, it was organized on the same principles and patterns that had proved successful in the organization of the guerrilla army that overthrew the Samoza regime. The use of the military metaphors by the Literacy Crusade is worth noting. The teaching core, for example, was organized into the rural-based Popular Literacy Army (EPA) and the Urban Literacy Guerrillas (GUAS) and divided into Battlefronts, Brigades, Columns, and Squadrons. The structure of administrative support went down from the national headquarters, through the provinces, districts, municipalities, townships, to the communities, but the system was essentially decentralized for effective "guerrilla action" in behalf of literacy.

Wherever possible, there was integration of planning and action with mass organizations of workers, farmers, and women. The most important feature of organization may have been the creativity and flexibility of response. If existing administrative boundaries did not work, new geographical districts were created to fit the needs of literacy work. To save the "soldiers of knowledge" from hunger, a food distribution programme was established under the aegis of the National Basic Grains Distribution Programme. To combat malaria from which many literacy instructors and their learners suffered, a malaria control programme became a necessity and was indeed carried out.

The conflict between the old system and the new was recognized and faced. Literacy was integrated with community organization because that was considered to be the only way to relate literacy to life, to do the things that needed to be done, and could not wait. A most important part of this task was to conduct dialogue with people long suffering from the culture of silence and now living in fear of counter-revolutionaries who often came out of the dark and murdered those who they judged were collaborating with the communists.

The teaching-learning methods and reading materials used in the Nicaraguan Literacy Crusade followed directly from the ideology of the Crusade. Instructional methods were based on a pedagogy of shared responsibility. There was to be learner participation so that the teacher and the learner would be co-agents of a two-way instructional process. The ins-

tructional materials had to communicate to learners, the history and the development of the revolution; the need for defense and consolidation of the revolution; and information about the socio-economic programmes of the revolutionary government.

The instructional materials package consisted of a primer (*The Dawn of the People*), a mathematical book and a teachers' guide. Teachers were able to teach and test their learners, but they were unable to generate and maintain a dialogue with them as had been hoped. To compensate for this lack all teachers were required to keep a field diary and to conduct community research. This worked well. Community research often led to community organization and community action. Within the context of real problems and real actions, even dialogue with the people was possible.

The national census had found that there was one potential literacy teacher available for every three illiterates nationwide. However, such a teacher learner ratio was never established because of the exigencies of time, space and resources. In reality, the average teacher-learners ratio was 1 : 10 and sometimes as high as 1 : 25. Some brigadistas taught three sessions a day. Using the typical multiplier model, the Crusade trained some 125,000 primary and secondary school teachers and university students as literacy teachers; and of these some 85,000 were actually deployed in the field.

Socialization on the job was found to be much more important than formal training. Radio programmes and Saturday workshops played a crucial role in the process of socialization for the job. Neither training nor socialization, however, could solve the problems of unavailable training materials, of desertions and class conflict.

The Nicaraguan Literacy Crusade is reported to have been a programme that, on the one hand, administered tests and collected statistics: and, on the other hand, used the social process of collective evaluation through "a conference of the concerned." For example, the First National Congress of June 9-11, 1980 was attended by 700 delegates from all over the country from all the various levels of action and responsibility; and went through the social process of bringing together the views of some 100,000 concerned people on all the various aspects of the campaign, its successes and its drawbacks. This evaluation of the crusade was able to list the tasks that needed to be performed and strategies that needed to be pursued if those who had not yet learned were to be taught, those who had learned were to be helped to retain their skills and if a permanent system of adult education had to be established in Nicaragua.

The Nicaraguan Literacy Crusade has been considered to be a success on most of the objectives it set out to achieve. It was successful in teaching literacy to the people of Nicaragua. Half a million people took part in the Crusade : 95,000 teachers taught 460,000 learners, men and women, spread over hill and dale, townships and villages. According to the official statistics, 406,000 adults took a five-part test and demonstrated their mastery of elementary reading and writing. From a 40 per cent effective rate of illiteracy, it was reduced to 13 per cent. It was found that as many as 9 per cent of adults had severe learning disabilities and could not be taught to read.

The Government of Nicaragua had hoped that the campaign would influence

first the formal educational system and then the overall development of the country. It succeeded on both counts. The 65,000 teachers who took part in the Crusade would never be the same again as they would return to their classes within the formal school setting. The culture of the school would be changed for ever. The effects of the Crusade on community organization and community work and consequently on the development of the country was incalculable. The Crusade was of special signifcance to the role of women in a future Nicaragua. By creating an opportunity for women to participate in such large numbers and on equal footing with men, the Crusade changed the image of the woman and has had a profound effect on the nation's institutions.

At the individual level, the Crusade brought the marginal people into the mainstream; liberated those who felt helpless and humiliated; and generated creativity that is simply amazing.

Here is a poem written by a newly literate peasant :

One day, over there, yonder by the mountain top

where only the songs of the Jilguero bird are heard

I came upon a garden of Sandino's carnations—

flowers long asleep that have blossomed once again,

a garden filled with the fragrance of harmony,

flowers whose seeds sandino planted once a long time away,

Over there, yonder by the mountain top

near the peak of Kilambe.

Father Cardenal had "wanted to see that lessons from the Nicaragua programme, especially the problems, would be well documented and analysed by someone who knew about adult education and literacy." He wanted others to learn from the Nicaraguan experience. This was going to be his way of paying his debts to the world community that had helped Nicaragua in its time of need. His choice of the Crusade's historian and critic was Valerie Miller who had worked in Nicaragua before as a Peace Corps worker and in various other capacities; and had independently wished to write about the Nicaraguan Literacy Crusade to bring it to the attention of the world community. Valerie Miller has taken five years to write the book and claims to have written it "completely independently of government supervision and financed by university, foundation and development agency grants." What has resulted is a book that is both intelligent and impassioned; a beautiful mix of story and theory, of anecdote and analysis. I personally feel grateful for Father Cardenal's sense of history that led to this recording of the Crusade. The book is replete with lessons for all those who are interested in using literacy in development and in the revitalization of societies. ●●●

The New Education Policy

S.C. Dutta

Our new education policy, says the author, contains revolutionary ideas. Much of its success, however, he feels, will depend upon proper strategies, their implementation and the resources to be placed at the disposal of implementing agencies. Stressing the need to have inter-connected, inter-sectoral and integrated strategies covering the entire facet of an individual's and community's education, he says that the strategies should be executed with "great sensitivity", for human beings are sensitive and everything concerning them should be dealt with great care.

INDIA stands at the crossroads of history. Its political and social life is passing through an unprecedented crisis. "The goals of secularism, socialism, democracy and professional ethics are coming under increasing strain". In these circumstances our energetic and young Prime Minister Shri Rajiv Gandhi decided to formulate a new Education Policy and implement it expeditiously and effectively.

The new Policy clearly affirms that *education is for all*. The policy document states :

"Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit—thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution.

"Education develops manpower for different levels of the economy. It is also the substrata on which research and development flourish, being the ultimate guarantee of national self-reliance.

"In sum, Education is a unique investment in the present and the future".

No one can differ with the statements made above and their policy

implications. Where one is slightly sceptical is to what extent the Policy will get translated into a detailed strategy of implementation. In the past also many laudable objectives remained on paper because of lack of proper implementation. The strategy should not be a one-shot affair, it must be a series of inter-connected, inter-sectoral and integrated strategies covering the entire facet of an individual's and community's education. The planning needs to be careful and the strategies involved should be executed "with great sensitivity". Yes, sensitivity, because human beings are sensitive and therefore anything concerning them should be dealt with great care.

Having indicated the warning signal let me deal with the positive and negative aspects of the Policy.

This is the first official document where the principle of "Education for all", and "access to education of a comparable quality" to *all* students, have been clearly enunciated. It also states that "equal opportunity to all not only in access but also in the conditions for success", will be provided. It is also implied that the Ministry of Education alone will not be responsible for implementing the Education Policy, others also would be involved in this task. Functional linkages would be established with agencies which have a definite role in the evaluation of the national system of education.

The Policy has taken a step forward in the case of women, the most neglected and exploited section of our society. It says, "Education will be used as an agent of basic change in the status of women". The new education system will be conceived and implemented to "neutralise the accumulated distortions of the past", and assist "in the empowerment of women". Priority will be given to the removal of women's illiteracy and all obstacles to their access to and retention in elementary education will be removed; emphasis will be laid on women's participation in vocational, technical and professional education at different levels. Appropriate formal and non-formal programmes of technical education will be devised for women.

Similarly, steps will be taken to equalise the educational development of the scheduled castes with the non-scheduled castes at all stages and levels of education. The steps proposed are incentives, remedial courses, provision of educational infrastructure to facilitate their full participation, utilization of N.R.E.P. and R.L.E.G.P. resources, to make educational facilities available to them and continued attempt to find new methods to increase their participation in the educational process.

Dealing with adult education, the Policy for the first time brings in the concept of Education as an instrument for liberation. It states, "Our ancient scriptures define education as that which liberates i.e. provides the instruments for liberation from ignorance and oppression". Giving details about the nature of the programme, it states, "since participation by beneficiaries in the development programmes is of crucial importance, systematic programmes of adult education linked with national goals such as alleviation of poverty, national integration, environmental conservation, energisation of the cultural creativity of the people, observance of small family norm, promotion of women's equality, etc. will be organised and the existing programmes reviewed and strengthened". To translate this policy into sustained and continuous action programme an instrument will have to be created or

identified. It has been my firm conviction that for implementing programmes, concerned with human beings, and aimed at changing the pattern of life, and bringing about behavioural and attitudinal changes totally different from the past, the official machinery is not properly prepared for performing the tasks. This requires imagination, understanding, patience and perseverance which can hardly be expected of a bureaucracy particularly at district, taluqua and village levels. At the field level, we require an organisation which enjoys the confidence of the people and is able to mobilise and motivate common men and women to participate in programmes which will revolutionise their way of life and lead to improvement in the quality of life. To implement the above mentioned policy cooperation of voluntary agencies should be sought on the basis of partnership and adequate funds placed at their disposal on a long-term basis. In the case of non-formal education, the Policy is very categorical when it says, "Much of the work of running NFE Centres will be done through voluntary agencies and panchayati raj institutions". It would be for the good of the country, if this policy also applies to adult education programme at the grass-root level.

Further elaborating on the "vast programme of adult and continuing education", the Policy states that "it will be implemented through various ways and channels, including :

"(a) establishment of centres in rural areas for continuing education;

(b) workers' education through the employers, trade unions and concerned agencies of government;

(c) post-secondary education institutions;

(d) wider promotion of books, libraries and reading rooms;

(e) use of radio, T.V. and films, as mass and group learning media;

(f) creation of learners' groups and organisations;

(g) programmes of distance learning;

(h) organising assistance in self-learning; and

(i) organising need and interest-based vocational training programmes."

While the above list provides a framework for the implementing agency to plan its programme on the basis of its priorities and resources, it indicates that not much thought has gone into the drawing of the list. Whatever came to one's mind, was put down, without realising the field situation, the economic reality, the social and political ethos and the administrative constraints. It has listed establishment of centres for continuing education and creation of learners' groups. What is the subtle difference between the two in rural setting ? However, the implementation of the programme will need a high degree of coordination and integration at all levels, specially at the field level. It is worth considering whether Rural Universities to be developed on the lines of Mahatma Gandhi's revolutionary ideas on education could be made responsible for implementing integrated adult education programmes in rural areas for their transformation. The Policy envisages the use of adult education programmes for development. The Rural Universities perhaps would be the best institutions "to take up the challenges of micro-planning at gross-root levels for the transformation of rural areas".

The new Education Policy contains revolutionary ideas. Much of its success

The Problem of Reservations: Economic Backwardness or Social Injustice?

D. L. Sheth

TWO issues have prominently figured in the recent agitations and in the debate they have triggered off in the intellectual circles. One pertains to the legitimacy of reservations for the Other Backward Classes (OBCs) and the other to the criteria used for identifying beneficiary groups. We shall now examine these two issues.

Let us first take up the issue of reservations for the Other Backward Classes. We have seen that the provisions of reservations made for this category are not at all similar, either in type or extent, to those made for the scheduled castes and tribes. But the rationale is similar. Although the OBCs are not direct victims of untouchability or physical and cultural isolation, it is held that they are disadvantaged and oppressed by the hierarchical system of castes and as such they need preferential treatment. The rationale and even the values underlying its rationale may be clear. But the problem of identifying specific beneficiary groups among the OBCs is quite complex.

This has caused several legal battles, constitutional amendments and movements and agitations as well. And yet the solution is nowhere in sight. In fact, it has ceased to be a problem of administrative decision making. It has

Having reproduced for our readers the first two parts of the 1986 M.N. Roy Memorial Lecture in our May and June issues, which gave an analysis of the climate of the elite opinion towards the reservations policy and a review of the policy itself, we now present the third and the concluding part in which Dr. Sheth makes some suggestions for bringing the policy closer to the wider political and societal goals and values expressed in our Constitution.

now become an acute political problem, complicated by the history of the policy itself as well as by the economic and social changes that have taken place since Independence and have affected these communities, probably much more than any other section of the society.

Unlike the scheduled castes and scheduled tribes, the OBCs were the first to enter the reservation system and that too by using political means. Not being totally oppressed and marginalized like the scheduled castes and tribes, they were the first among the backwards to organize and mobilize themselves in the form of a movement. Its beginning can be traced to the formation of the Justice Party in 1916 in Madras. It began as a social reform movement to fight the ritual domination and cultural pre-eminence of the Brahmins. But it soon entered the then prevailing scene of competitive ethnic politics with a view to wrenching concessions and benefits from the British government. In the process, they differentiated themselves from the independence movement led by the Congress and earned for themselves the label of being 'British loyalists'. When the reservations policy was reconsidered at the time of making the Constitution, this label probably came in their way. But, by then, they had acquired a significant political clout, at least in the states of South India and in parts of the erstwhile Bombay Presidency – areas beyond which the movement did not spread. The movement succeeded in obtaining for the backward classes of the South a series of concessions and reservations, both from the British government and from the princely rulers who themselves were against the Brahmin domination. As far back as in 1918 the princely state of Mysore declared all non-Brahmin communities as "backward classes" and allocated for them caste-wise quotas of seats in colleges and jobs in the state service. This measure in fact marked the beginning of the system of reservations in India. The movement, then, demanded and got from the British government, in 1919, a share of political representation. Thus, the movement politically established the claims of the backward classes for reservations at the national level and won them in the Madras and Bombay Presidencies.

Although the movement started as a front for all backward classes, including the lowest ones, as it developed it became an organization of the middle and lower castes. The scheduled castes, then known as the "Depressed Classes" had to chart out a different political route for *Themselves*. A part of the leadership and organization of the Depressed Classes operated from within the Congress party, but another part, acted separately and autonomously often in tandem, with the backward classes.

In the process of making the Constitution when a new policy of reservations was being considered, the problem of the backward classes appeared different from that of the scheduled castes. This is because there was a hang-over of the ethnic politics of the Independence movement and there also was a change of perception caused by the improved economic and political conditions of the Other Backward Classes. As a result, their claims for preferential treatment were conceded in the Constitution only grudgingly and half-heartedly.

It is important to remember that the whole issue of reservations was debated and the policy was conceived by the makers of our Constitution in the context of Minority rights. The policy then conceived had a two-fold objective. One,

to protect the interests and rights of those religious and other minorities who were likely to be affected adversely by the change in the balance of power after Independence. Accordingly, reservations for Muslims, Sikhs, Christians, Anglo-Indians and some groups of the Backward Classes in legislatures, cabinet, government service and education were discussed, and agreed upon with some modifications in the Minority Rights Sub-Committee of the Constituent Assembly. This is an interesting chapter of the politics of Constitution-making, because, by the end of the process, through a resolution moved by Dr. Ambedkar, all the previously existing reservations except for the Scheduled castes and scheduled Tribes were abolished. Specific provisions for reservation of seats in Legislatures and in the services were made in the Constitution only for these two categories. For the Other Backward Classes only a reference to the protection of their interests was made in one of the Directive Principles. Later, a general reference in the amended Article 15 allowed the state to take steps for the *advancement* of the Socially and Educationally Backward Classes. Only Clause 4 of the Article 16 made a somewhat direct reference in this regard. This Article is about guaranteeing equality of opportunities for all but Clause 4 makes provision for reservations of posts for what it describes as "any backward class of citizens, and that too only if a class is not *adequately* represented in the services of the state. The words *any* and *adequately* are important. Moreover, through Article 340, the procedure to determine the need for reservations and the criteria for identifying beneficiary groups within the category of Socially and Educationally Backward Classes are left for investigation by commissions which the President may appoint. As against this, Article 335 makes explicit provision of reservations for scheduled castes and scheduled tribes. In addition, some time-bound provisions, which have now expired, were made for Anglo-Indians and, on insistence of the Sikh leadership, the depressed castes of Sikhs were eventually included in the Scheduled Caste list. All other minorities were kept out of the reservations provisions. Indeed some, like the Parsis, opted out of their own volition.

What does this add up to ? The Constitution is unambiguous and emphatic about according preferential treatment to the scheduled castes and tribes. It has however left a great deal of ambiguity with respect to the OBCs; in specification of benefits, in laying down criteria for identifying the beneficiary groups and in making provisions for monitoring and implementing the policy. As a result, there is no central policy of reservations for the Other Backward Classes. It is largely left to the discretion of the respective state governments. Such ambiguity has led to innumerable law suits in the courts of law. And now the issue is being fought in the streets in those states which have exercised their discretion in favour of the OBCs in the recent past. This is a dangerous development since it seriously threatens the legitimacy of the entire policy of positive discrimination not just in favour of the OBCs but also as meant for the scheduled castes and tribes. Issues which were settled long ago are now being reopened.

Reopening of the issues has become possible because the criteria for classification even of the scheduled castes and scheduled tribes are not clearly defined in the Constitution. It more or less accepts the classification made by the Government of India Act of 1935 : any caste, race or

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tribe designated by the President, as "scheduled", can be included in the list. And once included, only the Parliament has the powers of exclusion. It was possible then, as it is possible now, to include in the scheduled lists several communities now classified as OBCs but which exist on the margins of the scheduled castes and tribes. These communities have been irrationally lumped with the well to do and upwardly mobile middle castes among the OBCs. Many among the OBCs, once considered as backward, have over the years acquired considerable political clout and some economic power. They have also improved their social status. Yet, because they are classified as OBCs, they continue to receive the benefits of reservations.

It is precisely for this reason that the problem of inclusion and exclusion of groups in this category has become a political, rather than a simple administrative problem. In it also lies the source of increasing resentment among the non-beneficiary groups. The prevalent criteria of identification are essentially social, rather than economic. Hence, the OBC category today includes the dominant castes of agriculturists who at the local level are often locked in conflicts with the scheduled castes. At the same time, the category also includes a large number of extremely backward and socially deprived groups whose condition of disability and disadvantage is in no way better—in some cases it is even worse, than that of the scheduled castes and tribes. In the states of North India and Gujarat and Maharashtra where reservations for the Other Backward Classes have been introduced only recently, the groups identified as socially and educationally backward, by and large, include communities of the latter type. They comprise ex-criminal tribe, nomadic

communities, scheduled castes converted to Christianity or Islam and a whole range of small castes which suffered untouchability in relative, though not in absolute terms and are engaged in caste-bound marginal occupations. These groups have little or no capacity to receive benefits. Yet, enhanced reservations are demanded and given in their name. But, in reality, a large part of the benefits actually goes not to the truly deserving backward communities but to a minority of the well-to-do and advanced communities which are technically classified as "backward". If strict criteria of disability or social disadvantage were to be applied, they would no longer qualify for the benefits of reservations. The upper castes strongly resent this.

It is significant that the states in which reservations for the OBCs have recently been enhanced and where agitations have taken place happen precisely to be the states where the issue of classification has been wrongly handled. In these states, the category of scheduled castes has been artificially restricted and the category of OBCs correspondingly expanded. Whereas the national average of scheduled caste population is about 16 per cent, in states like Punjab, Haryana and Himachal Pradesh, around 25 per cent are classified in that category; in West Bengal, they are 22 per cent. As against this, a meagre 7 per cent are included in this category in Gujarat and Maharashtra. This imbalance in classification has led several states to enhance reservations for the OBCs. The enhancement is intended to cover the deserving but so far leftout backward communities. And it is precisely this that creates resentment among the upper castes.

Clearly, there is a case for disaggregating the category of the backward classes and thoroughly rationalizing the scheduled

lists. A number of communities of the Other Backward Classes which by their condition of disability and disadvantage are close to the scheduled castes and tribes need to be integrated into the respective lists of scheduled castes and tribes. This will not only remove the patent anamolies we now see in the OBC category, it will do much more. At present, the scheduled castes carry the social identification of untouchability. The entry of several "touchable" castes into the schedule will erode such identification. At the same time, the state needs to devise strict criteria combining considerations of social, occupational and educational backwardness, for inclusion of communities in the OBC category; this means also provisions for exclusion of some advanced groups from the reservations system.

Now let us consider the issue of criteria for reservations. We say that there is ambiguity in the Constitution about the status of the Other Backward Classes, and there is also the rise of a section of politically dominant castes among them. These factors together have led to a demand for changing the prevalent criteria of reservations. The demand, now being made through agitations, is not only for modifying the criteria. The agitators seek to alter the very basis of the present system of classification which will attack not just the other Backward Classes but also the scheduled castes and tribes. The crux of their argument is that economic backwardness should be the criterion for identification of beneficiaries in the place of the present complex one based on social disability and disadvantage.

Such a demand, if it is conceded, will call for changes in the basic structure of our Constitution, involving the Funda-mental Rights, not only of the socially disabled groups but also of the religious minorities. For the new demand recognizes equality only among individuals qua individuals, not between groups. The Constitution, on the other hand, is sensitive to the problems involved in realizing equality in a country of religious and cultural pluralities on the one hand and oppressive caste hierarchies on the other. So, it has, through various provisions, worked out a fine balance between these two notions of equality. The Indian Constitution can not accommodate any demand that trades one notion of equality for the other without undermining its basic character.

As it now stands, there is little doubt that the Constitution stipulates social and religious (e.g. untouchability) criteria for the identification of beneficiary groups. The policy of preferential treatment is conceived in the context of membership of a group that is socially disabled and disadvantaged. It is not for any individual or household which may be poor or otherwise economically deprived. Put differently, reservation is a device to eliminate backwardness arising from historical conditions of social injustice in which certain groups are located. It is not meant as a scheme to counter conditions of economic backwardness or poverty of individuals or groups that may arise as a by-product of the development process itself. Of course, there is nothing to prevent the State from formulating special schemes for overcoming economic backwardness. But reservation is not meant to be for that. So, to repeat my point, there is no sanction in the Constitution for applying economic criteria, either exclusively or primarily, for reservations. And, to me there seems to be no escape from using caste as a primary criterion for reservations.

In the case of the Other Backward Classes, the situation is more open. Several communities included in this category are socially marginalized while a few have overcome such marginalization. Hence, as far as the OBCs are concerned there is now a strong case for combining the caste criteria with other criteria. There is no constitutional impediment in doing this because the courts have already offered interpretations of the OBCs' ambiguous status in the Constitution. These uphold caste as the *primary* criterion for identifying social and educational backwardness but also allow use of other criteria as well.

As for the remaining communities within the OBC category, other criteria such as income, education, occupation and habitation can be brought in. This means that only the deserving individuals or households within the community already identified as socially and educationally "backward" become entitled to preferential treatment.

The status of the scheduled castes and tribes, in the Constitution, unlike that of the OBC, is sufficiently clear. These categories as specified in the Constitution have a substantial social content. They are referred to as "castes", "races" and "tribes" and specific lists of them are constitutionally authorised. While the lists were, for the most part, inherited from the 1935 Act, the Constitution gave a wide lattitude to the Government to include any new group which in its opinion deserved to be included. But the Constitution did not empower the Government to change the *rationale* of classification which is based on considerations of social disability and *not* of economic backwardness. "Social disability" is a condition shared by all the members of a group; it is not a characteristic of only a few households within that group.

Constitutional stipulations apart, it will be a mistake to apply the logic of economic criteria to scheduled castes and tribes. It is true that there is among them a small section which has improved its economic condition. But, for them, the problem does not end with economic upliftment. In fact, it often begins with it because they continue to suffer acutely from status disability.

There is abundant empirical evidence to show that wherever they have improved their economic position by availing of benefits from special schemes, they become targets of atrocities. The perpetrators are often the locally dominant castes of the so-called backwards. Reservations, thus, allow the scheduled castes a route to escape from the life of social terror in villages to the anonymity of towns and cities.

The problem of the scheduled castes and tribes is, thus, qualitatively different. For them both the economic and social disadvantages constitute two sides of the same coin. They are poor because of their status disability; and in order that they get rid of their status disability the first thing that they have to do is to move out of poverty. And when they begin to move out of poverty they become targets of atrocities. A recent analysis of 1977-78 data show how different is the problem of poverty for scheduled population from that of the general population. The rural population of the SCs and STs, taken together, is about 27 per cent. The incidence of poverty among them is over 70 per cent. Whereas the 73 per cent non-scheduled rural population shows the incidence of poverty at 54 per cent, the picture of urban poverty in terms of

divergence between the scheduled and non-scheduled populations is even worse : for 13 per cent urban scheduled population the incidence of poverty is close to 60 per cent. For 87 per cent non-scheduled urban population the incidence of poverty is 43 per cent. Similar pattern was observed with respect to per capita consumption. The average per capita expenditure among the bottom half of the population was found to be substantially low for the scheduled population than for the rest of the population.

These data leave little doubt about the fact that economic backwardness for the scheduled population is of systemic nature, arising out of their social condition. It is not of a random type. Unless the barriers of social structure are removed for them they cannot graduate either from their present state of penury to any livable standard, or from a state of social bondage to a state of full citizenship. If social policies of the state were aimed at creation of a civil society, they have to protect and promote interests of these communities through positive, and if necessary, reverse discrimination in their favour.

The upper castes, which are getting agitated about reservations forget that they are also beneficiaries of a parallel and on-going system of discrimination in their own favour. It is not accidental that in Madhya Pradesh, the government bureaucracy is dominated by Kanyakubja Brahmins, or that the clerks and officers in a particular nationalized bank have, for long, been recruited largely from two sub-castes of Gujarat—one of the Brahmins and another of the Banias; or that, until recently, jobs in the Western Railway were almost monopolized by the Anavil Brahmins from Gujarat. Again, in Gujarat, the sons and daughters of

medical doctors, irrespective of their poor performance in schools, manage to get admission to medical colleges. One can go on and on with such examples. The point is that it is not the application of social criteria for reservations which consolidates the caste system. It is the peculiar composition and character of our middle class, shaped by this on going system of preference and discrimination, that contributes to the perpetuation of the caste system in our public life. Our middle class, as I have mentioned earlier, is constituted largely by the *dwija* castes and the upper rungs of the *Sudra* castes. This caste character can be transformed only if its members are recruited from a wider social base.

The middle class is, no doubt, quantitatively expanding. But it is not getting sufficiently diversified. Such a socially stagnant middle class cannot process or dissolve identities that lie outside its limited cultural ambit. An expanding and diversifying middle class, on the other hand, can become solvent for old identities, which when drawn into its fold also contribute to shaping its culture. Reservations reverse the process of on-going discrimination, and prevent the social and cultural self-perpetuation of our traditional middle class. By enabling people from a cross-section of castes and religions to get into the system of higher education and white collar jobs, reservations contribute to the diversification of the middle class.

Conclusions and Suggestions

From the analysis presented so far follow certain conclusions and suggestions for policy. The reservation policy has been wavering in several of its aspects and it has been diluted in implementation. My first conclusion is that it needs to be firmly reoriented in the basic

values enshrined in the Constitution, namely of equality and social justice. Hence, preferential treatment must continue until the basic goal of bringing the lower social strata of the population into professions, white collar jobs and Government services, is achieved. The problem, as it is now unfortunately formulated, is not of favouring specific groups. It is a problem about the kind of society and political system we want to build. Let me illustrate this with an episode from the past. During the discussions in the Constitutent Assembly, Sardar Patel argued against a time limit for reservations. He suggested that reservations continue until the backward classes had visibly improved their position. But Dr. Ambedkar, who is today thought of by some people as a sectional leader, pleaded that the issue should be considered in larger national terms. He agued that on a matter like this the future generations of parliamentarians should not be bound by the Constitution. So, a time limit should be set such that future parliaments, in their wisdom, could continue to discontinue it. In contrast, our discussions on the issue today have been narrowed down to only legal, constitutional and parochial political aspects; they lack the political imagination that should inform thinking on such a problem of vital importance for the system as a whole. We must, therefore, elevate the discussion on the issue to the larger framework of social and political change.

Secondly, the other aspects of the policy, especially the enabling measures aimed at increasing the capability of beneficiary groups to receive benefits of reservations, need to be vigorously implemented. At present, any step in the direction of achieving the goals of the policy is conceived by our decision-makers as an apology for not having implemented electoral mandates of the preceding elections. The constitutional obligation of the state is remembered only at the time of elections. The action appears as political gimmick and discredits the entire policy.

Lastly, I shall recapitulate the suggestion I have already made, in somewhat clearer terms. The state should, after detailed surveys, incorporate the oppressed communities of the OBCs which today exist on the margins of scheduled castes and scheduled tribes, into the scheduled lists, and the allotments should be proportionately increased for these categories. This will not only remove the persistent anomaly, and reduce the degree of resentment by the non-beneficiaries, it will proceed to blur the social identification of groups comprising the ST and SC categories. For the remaining communities of the OBCs adequate provisions for reservations need to be made where they have not been made so far. In fact, a centralized policy of reservations for them is badly needed. Such a policy should first apply the appropriate criterion for social identification and then proceed to apply other criteria such as income, land-holding, occupation, education, and habitation so that households within each community of the OBC which may be in need of preferential treatment can actually get it. But I wish to end this lecture by repeating what I have mentioned several times : For the scheduled categories, even after they are enhanced only social criteria will have to be used, at least until their status disability ceased to come in the way of their social mobility. (*Concluded*)

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Nutrition Education in Adult Education Programme

R. D. Sharma

That healthy citizens form a necessary pre-condition for developing the human resource of a country cannot be denied. Nutrition education can certainly make an important contribution towards this end. But unfortunately this is an area in which not only our illiterates but also majority of the educated masses are lacking. The author drawing on the planning experience of some other countries, outlines an approach to an effective nutrition education programme.

IT is estimated that close to 500 million people are underfed in the world. That undernutrition and malnutrition are serious problems in developing regions of Asia including India, the Far East, the Near East, Africa and Latin America cannot be contended. Malnutrition has been an important cause of mortality among children. It has been estimated that 37.8% of all pre-school children in developing countries suffer from malnutrition, resulting in retardation of growth and high rates of mortality in rural areas. Ignorance and the overriding influence of tradition and superstition are important factors contributing to this state of affairs. Thus, the need to involve community—parents, guardians voluntary organisations, out-of-school youth and bilateral agencies—through adult education programmes is imperative.

Nutrition Education

Nutrition education in an individual's life is part of the continuous learning process that begins at birth and ends only with the end of life. Nutrition is affected by the culture, behaviour and attitude of each individual; good nutrition must meet the special needs of each person within his own environment. The objective of nutrition education is to promote optimal growth and health through consumption

of appropriate foods, thus contributing to an individual's potential of achieving his goals in life (Mayer, 1973).

Nutrition education has a vital role in obtaining an optimal nutritional status within any community. Before designing a nutrition education programme, the baseline data should include an assessment of reasons for undernutrition and malnutrition within the community, the attitudes and beliefs of the population in relation to the foods available to them, and those foods which are needed to improve deficient diets. Imperative to any educational approach to bring about changes in food choices is the personal involvement of the individual in the improvement of his life and that of his family.

Davey and McNaughton (1969) pointed out that the potential contribution of nutrition education to economic development should not be overlooked. In addition to the increased work capacity of a better nourished worker, there is increased consumer demand for food which in turn calls for increased food production. These are factors that fit in the agricultural economic development plan of most countries.

Education in the Community

Considering that a large segment of our population has not been to school, and does not know how to cope with nutrition problems, the task of devising nutrition education programmes for the community at large becomes a challenging one.

In order to develop a nutrition education programme in the community, a baseline of information about the malnutritional status and other relevant information about the community should first be established. Then the kinds of behaviour that are to be modified should be outlined. Those groups as well as individuals who would be affected by nutrition education programmes should be identified and then appropriate approaches determined. Finally, the way in which the programme can be evaluated should be carefully outlined.

Baseline Data

Gathering of background data as it relates to an education programme must include :

— A review of all assessments made of the nutritional status of the community.

—Identification of family members who are most affected by nutritional and disease problems;

—The mores, taboos, religious attitudes towards food and eating patterns of the family members and or segments of the population;

—An analysis of how people obtain food, e.g. from home gardens, communal farms, food vendors, traders or grocery stores.

—An assessment of knowledge about food choices and level of interest in making a change;

—An assessment of the availability and acceptability of foods which might improve the diet;

—A review of the facilities available for storing, preparing and serving food in the home;

—What changes in food are economically feasible;

—The sociology of the community such as who are the most influential persons to effect changes in food habits and who is the decision maker within the family;

—The resources for communication;

Table 1

Nutrition	Socio-economic	Market Ecology
Socio-economic factors	Education	Socio-economic factors
Method of food preparation	Income	Marketing channels
Eating habits	Spending patterns	Eating habits
Nutrition resources findings	Information flow patterns	Government agriculture policy
Nutrition deficiences	Adaptation of change patterns	Climate
Available food	Media effectiveness	Geology
Food distribution within the family	Media exposure	Transportation links
Food beliefs and taboos	Aspirations	
	Caste/religion	

—The sources of highest credibility to disseminate information;

—The literacy level of the people to be reached.

Parlato (1972) classifies the gathering of the data as shown in Table 1.

Some of the background data can be found in existing records but other data must be gathered through field work. A direct study in the field is important in understanding the relationship of all the factors affecting the community education.

An assessment of the level of education is important in order to be effective in any educational approach. The decision as to whether a simple or complex idea can be effectively presented will depend upon the degree of education and sophistication of the community (Fugelsang, 1974).

Conceptual Framework for Nutrition Education

—Nutrition is the process by which food and other substances eaten become part of you. The food we eat enables us to live, to grow, to keep healthy and well, and to get energy for work and play.

—Food is made up of certain chemical substances that work together and interact with body chemicals to serve the needs of the body.

(a) Each nutrient has specific uses in the body.

(b) For the healthful individual the nutrients needed by the body are usually available through food.

(c) Many kinds and combinations of food can lead to a well-balanced diet.

(d) No natural food, by itself, has all the nutrients needed for full growth and health.

—The way a food is handled influences the amount of nutrients in the food, its safety, appearance, taste and cost; handling means every thing that happens to food while it is being grown, processed, stored, and prepared for eating.

—All persons, throughout life, have need for about the same nutrients, but in varying amounts.

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(a) The amounts needed are influenced by age, sex, size, activity, specific condition of growth and state of health—the amounts are altered somewhat by environmental stress.

(b) Suggestions for kinds and needed amounts of nutrients are made by scientists who continuously revise the suggestions in the light of the findings of the new research.

(c) A daily food guide is helpful in translating the technical information into terms of everyday foods suitable ffor individual and families.

—Food use relates to the cultural, social, economic and psychological aspects of living as well as to the physiological.

(a) Food is culturally defined.

(b) Food selection is an individual act but it is usually influenced by social and cultural sanctions.

(c) Food can be chosen so as to fulfil physiological needs and at the same time satisfy social, cultural, and psychological wants.

(d) Attitudes towards food are a culmination of many experiences, past and present.

—The nutrients, singly and in combination of chemical substance, stimulating natural foods, are available in the market; these may vary widely in usefulness, safety and economy.

—Food plays an important role in the physical and psychological health of a society or a nation just as it does for the individual and the family.

(a) The maintenance of good nutrition for the larger units of society involves many matters of public concern.

(b) Nutrition knowledge and social consciousness enables citizens to participate intelligently in the adoption of public policy affecting the nutrition of people around the world.

This framework, or one modified to suit the situation in a particular community, should be extremely useful to a nutrition educator in developing overall concepts of nutrition information to be included in the programme. In addition, it will be necessary to interpret the guidelines to obtainable specific goals with defined behavioural changes to the extended target group for which a specific programme is planned.

Nutrition Education Approaches

The approaches used in nutrition education programmes in a community will vary with the magnitude of the problem, the composition of the community—whether it is mainly urban or rural, the kinds of system for education available, such as, health clinics, day care centres and feeding programmes.

The following seven steps to health education were outlined by King et al (1970). These very basic concepts were intended for rural communities in Africa but they could apply in almost any nutrition education programme. These steps are :

—Learning about the people to be taught and making a community diagnosis.

—Making a nutrition education plan. Trying to overcome blocks that are both important and easily removed. A nutrition education plan must be written down.

—Making friends with the people to be taught.

—Finding people's wants and making sure they are serious.

—Showing people that there is a way out of their problems, and they can have what they want. Teaching people only things that are possible for them to use.

—Recording health education. Recording the lesson as well as what has been learnt.

—**Evaluation** : If the education is succeeding, then the families are doing what you tell them. If they are not, think carefully about what you are doing. Perhaps you should change the way in which you teach people, but do not get too impatient. People take a long time to change.

Approaches in Formal Settings

Person-to-person contact Probably the most used tactic and also one of the most expensive education techniques is the person-to-person contact. This approach would include the nutritionists, dieticians, health aides, physician or extension aides, working with individuals in clinics, private offices, homes or schools. However, through the personal contact, when a mother can show her teacher how she has learned to feed her child solid foods, she is more apt to keep up the practice.

Family contact When the health or extension aide, social worker or nutritionist works directly with the family, there is an opportunity to assess the needs of the individual family. When the worker goes into the home, it is much easier to show the mother how to prepare different foods and see how well the mother is able to repeat what she has learned.

Small group contact In all areas of the world, developing as well as developed countries, there have been educational attempts at reaching people in groups. It is easier in the rural communities because of the closer interrelationships of people in small villages. However, even in urban areas there are often neighbourhood groups or voluntary groups such as churces or recreational groups.

Techniques A vareity of techniques have been worked out to reach people. These include demonstrations, nutrition and health fairs, puppet shows, dramatic presentations, poster contests, field trips and cooking competitions (Devadas and Chandrshekhar, 1970).

Preparation for Nutrition Education in Schools

Adequate preparation for teaching nutrition in schools requires undergraduate education in nutrition, as well as in methods of teaching. Keeping in view continuous expansion of knowledge in nutrition and food science, advancements in food technology, and developments in educational techniques, a strong cadre of continuing education teacher educators and school personnel, is also desriable.

A White House conference on Food, Nutrition and Health (1969) recommended the following steps to prepare teachers in nutrition education and to keep them up to date .

Pre-training

—State departments of education should encourage individual universities and colleges to improve appropriate nutrition units in existing courses for all elementary teachers, school nurses, and at the secondary level, all teachers of health education, biology, chemistry, home economics, and physical education.

—These courses should be taught by teachers with a doctoral degree in nutrition, or professionally qualified personnel in closely related fields, such as, public health, food science, home economics, education or biochemistry.

Continuing Education

—Teachers and supervisors in related areas, school health personnel, and school food services should be up to date in nutrition education and educational techniques.

—Opportunities for continuing education should be made available through workshops, extension courses in service institutions, individualized instruction and educational television.

Parents and Other Adults' Education

Nutrition education programmes in schools to be effectives must involve the parents and other members of the community. Schools must acquaint all people with nutritional needs of children, the importance of good nutrition to the total well being and behaviour of the child, the significance of child nutrition to education and social progress, and the deterrents to good nutrition which children encounter in their environment. Nutrition programmes for children to produce definite results should involve parents. Education in nutrition should be provided for parents of children in day care centres and pre-kindergartens administered by the schools as an important first step in continuing education of the child.

In order to promote better health and greater productivity in adulthood, opportunities for continuing education in nutrition should be provided. Such education would help adults of various groups to improve their own health as well as that of their families and would enable them to be intelligent consumers.

Special nutrition education opportunities are also needed for older people whose food habits often need improvement and whose health often suffers due to the fact that they eat food which is not in keeping with their needs and age.

Bhagat and Koshy (1980) felt a need for greater awareness among rural mothers about child feeding and nutrition education. Rao (1981) found in his study that non-formal education and functional literacy centres can play a significant role in nutrition education.

Nutrition Education, Training and Research

Widespread ignorance and lack of knowledege about nutritional needs in the country, emphasise the need for nutrition education and training at all levels. While various types of orientation courses are now available and also different media and channels are being utilised for educating eommunity in addition to the courses leading to certificates, diplomas and degrees in public education, there is a need to make these accessible even to those living in rural and remote areas in the form that would suit their needs and means, taking into consideration their educational or literacy level; and to bring about coordination in the programmes of various implementing agencies. Research studies in the field of nutrition with emphasis on applied aspects should also be encouraged.

It is proposed to implement a programme of integrated package of services to the vulnerable groups. These services will include supplementary feeding health can—both curative and preventive, family planning, safe drinking water and nutrition and health education.

Through parent teacher associations and by means of other direct contracts/ with the school, such as adult education classes, parents and guardians should be given informal lessons in nutrition education.

About 80% of the people in India live in rural areas and have a poor purchasing capacity and a low literacy rate which have adversely affected their nutritional status. There is a great deal of ignorance among women in the rural areas and those who belong to the weaker sections of the society as to what food should be given to toddlers, when it should be given and how it should be prepared. Thus, greater efforts will be needed to educate mothers about child feeding and nutrition education for keeping their infants and toddlers in good health. For this, women from village could be invited to participate in food preparation lessons. The interaction that this will lead to will prove beneficial for both urban and rural women.

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will depend upon proper implementing strategies and resources to be placed at the disposal of implementing agencies, so that "the base of the pyramid is strengthened" and "the nation-wide effort in Human Resource Development is further intensified with Education playing its multi-faceted role". ●●

IAEA Organises Training Programme for Adult Education Instructors

The Indian Adult Education Association (IAEA) organised an 8-day Training Programme for 30 Women Adult Education Instructors who will run adult education centres of the Association in trans Yamuna colonies of Delhi.

The training programme was inaugurated by Dr. R.P. Singhal, Executive Director, National Institute of Educational Planning and Administration (NIEPA) on June 2, 1986. In his address, Dr. Singhal congratulated the Association for starting 30 centres exclusively for women and said that adult education programme for women will be of considerable help in raising their standard of living.

Dr. Singhal said that the adult education proramme aims to meet the national priorities which are alleviation of poverty; providing equal opportunities to women; promoting national integration and helping the beneficiaries to observe small family norms. He said it will also help in reducing the rate of drop-outs from elementary schools, particularly among girls.

He said that in adult education programme for women special emphasis should be laid on personal hygiene, nutrition, mother and child care, etc.

Earlier, Shri J.C. Saxena, Hony. General Secretary, IAEA welcoming the guest speaker and the participants said that the 30 adult education centres for women will be experimental in nature and the Association would make sure that all the three components, i.e., literacy, awareness and functionality are properly taken care of in these centres.

Shri J.L. Sachdeva, Director, IAEA proposing the vote of thanks said that the response from women in the five experimental centres run by the Association earlier had been quite encouraging and that women were found to be interested in being educated so that they can help their children in their school studies. He said that the participants would be given further training after two months of field experience.

The subjects included in the training programme were : Need for adult education; Components of adult education programme; Present position of literacy among women, their problems and strategies to solve them; How to teach illiterate adults; How to run adult education centre effectively; Linking population education with adult education; Personal health and hygiene; Production of material in adult education centres; Some do's and don'ts while teaching adults; Income generating programmes; and Monitoring and evaluation.

In addition, practical demonstrations were given in detergent and soap making, and fruit preservation.

The valedictory address of the training programme was delivered by Shri Kalicharan, Additional Director, Adult Education, Delhi Administration. He said that illiteracy and poverty are twins of the same womb and eradication

of illiteracy will go a long way in the alleviation of poverty. The adult education programme, he said, will also help the adults to become good citizens. He stressed that in the adult education centres for women special emphasis should be on personal hygiene.

Shri J.P. Tiwari, Vice-President, IAEA proposing the vote of thanks said that adult education programme will help in reducing the percentage of people below the poverty line. For proper functioning of democracy, adult education has a great role to play, he emphasised. He advised the participants to develop a perfect rapport with the learners as that will help them to motivate learners to participate in the adult education programme. He exhorted participants to develop self-confidence as the success of the programme, he felt, depended on that.

Law Suggested to Educate Workers

The expert group on educational planning has suggested enactment of a law requiring employers in the organised sector to provide for education of working children and adults at the work-place during working hours.

The proposed legislation should also provide for protecting children from working in hazardous industries, says the working group of the seminar on "Implementation Strategies of the National Policy of Education" which concluded in New Delhi on June 29, 1986.

The expert group studying universalisation of elementary education with special reference to non-formal education of working children and adult education, as an input for development, said that the implementation strategies for both the clientele groups should be considered in unison as the programmes are complementary.

The experts suggested that the district education board, as envisaged in the policy statement, may be designated as District Education Authority (DEA) and given a statutory status.

The working group recommended that institutions, social activist groups and voluntary organisations engaged in rural education should be identified, reviewed and recognised as rural institutes and that the national council should work out a time frame for this exercise.

Referring to the recommendation of the task force for allocation of Rs. 66.25 crore for rural education in the Seventh Five-Year Plan, the working group suggested that allocations be made to support the rural institutes.

A mechanism should be found to influence the national system of education with scientific approaches emphasising the relationship between education and the world of work.

The draft report has suggested that the five major tenets of Gandhian ideals be considered for their implications in education in general and rural education in particular.

These are : dignity and uprightness or rural people, self-reliance of community, effort to meet the needs (but not the artificial demands), work as source of learning and non-violence as an instrument for social change.

The report says that rural transformation is a function of multi-sectoral effort which needs integrated micro-level planning. The scheme of rural education should emerge round a proper framework providing inputs as well as receiving

inputs from other sectors of development.

The rural university institutes, it says, should be more 'rural' and less 'university'.

It says some schools and colleges in rural areas should be identified to place emphasis on rural study, as recommended by the Radhakrishnan Commission, and treated as nodal institutions, granted autonomy and given financial support.

The draft report says the existing rural institutes should act as resource centres for preparation of innovative course material, training, orienting teachers for rural studies and monitoring rural education programme.

A few rural universities would have to be established, the report says. They would be unitary, multi-level institutions, from elementary stage to post-graduate and conduct research programnes.

The report says that by the Seventh Plan end, there should be one or two autonomous colleges in each state providing rural study programmes.

At least 15 social activist groups and voluntary bodies including trade unions, cooperatives, worker education boards (rural workers) should be identified and accorded recognition as rural institutes/ universities, the report recommends.

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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.

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Why Distance Education ?

James C. Taylor
and
Vernon J. White

For India, a country with burgeoning population and a landscape dotted with terrains which are not easily accessible or wherein providing a school/college for every village —comprising a cluster of sometimes as few as three to four households—is an expensive proposition, distance education is an alternative which deserves serious consideration. However, some of the fundamental questions that immediately come to mind are : How cost effective is distance education ? Can medicine, engineering and other science subjects be taught through distance education ? The article examines these and some other basic issues vis-a-vis conventional education system.

WHAT is distance education ?

Definition Keegan (1980) comprehensively analyses a range of attempts by a large number of eminent authorities to define distance education. He concludes that he is most attracted to Holmberg (1977) who offers the proposition that distance education is any one of the various forms of study which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms, and that it includes all those teaching methods in which teaching is conducted through print, mechanical or electronic devices.

There has been much debate generated by these and other definitions but in-depth analysis is not relevant to this paper. It suffices to say that the intent of Holmberg's definition is clear. The world generally understands distance education to mean the separation of teacher and student and the consequent use of a range of media to enable the learning process to take place.

Historical development Distance education as we now understand it began during the last century. A number of institutions, including private business firms, in both the United States and the United Kingdom began to teach using printed correspondence materials. Soon after the turn of the century a

number of large universities also began to teach by this mode. These included the University of Queensland in Australia, followed soon after by the University of New England.

But the development of the distance mode of teaching proceeded slowly. Teaching consisted largely of printed notes supplemented by face-to-face classes, either at remote study centres or at on-campus residential schools. In the early post-war years there was some growth, but it was not until the 1960s that a rapid escalation began.

Distance educators owe a lot to the Open University of the United Kingdom (OUUK). It is not that its organizational or educational models are necessarily appropriate for the rest of the world; not that its courses are what the rest of the world is demanding; nor even that its teaching methods are adaptable to other nations. What the OUUK did was to legitimize teaching at a distance. The University proved that it could be done; that it could be done as efficiently and effectively as at conventional on-campus teaching institutions and at a cheaper rate; and that the end product was acceptable in the market place.

Almost simultaneously with the OUUK project, institutions in other European countries, North America and Australia, began to expand rapidly into distance teaching. Then Asia, Africa and South America joined in. The consequent question is : Why this upsurge of interest ? In fact, why distance education ?

Why Distance Education ?

Access The answer is that distance education showed that it could provide educational opportunities to large numbers of people who had previously been denied such opportunities, and that it could be done in a cost effective manner. That is the essence of the answer to the question : Why distance education ? It is not that it enables new technologies to be used and it is not that it is a cheap method of teaching. It is that it has provided access to learning to many people, and can provide access to many more.

The developing countries have found in distance education an answer to the previously almost insurmountable problem of how to take education to the large number of their population who are isolated geographically. But equally, developed countries have found distance education to be the way to take education to their urban isolated, the people in cities who, for one reason or another, cannot attend on-campus classes. And both developed and under-developed nations have found distance education to be the way to take education to the socially isolated.

Geographical isolation People may be geographically isolated because of distance, because of terrain, or because a communications system has not been developed. In Australia, which is 4,000 kilometres from north to south and an equal distance from east to west, and which has a population of less than 15 million people, there are groups of people in isolated rural areas who are dependent on distance education from their first years of school.

The main island of Papua New Guinea has a high mountain chain running through the centre with equally hig bridges running off it at right angles right to the sea. The country thus consists of a number of nodes with the sea on one side and high mountains on the other three. People living in each of these nodes have developed in relative

isolation even though the actual distances between them are not great. But distance education techniques mean that education can be brought to these groups.

Social isolation. People can become socially isolated for any number of reasons. Mostly it is because they are disadvantaged in some way, be it financial, physical, emotional, or because of family circumstances. Most of all, this is the group which distance education can help.

Disadvantaged groups Taking education to disadvantaged groups is no easy task. Generally speaking people in such groups lack confidence in their own ability to learn. Of course, most of them have the ability, but they have to come to this realization themselves by being allowed or even persuaded to test their capabilities. One of the obvious manifestations of this lack of confidence is a reluctance to participate in face-to-face classes where they feel their short-comings will be exposed. In fact, many will refuse to participate in an education programme for these reasons.

However, distance teaching techniques enable people to undertake a course of study in privacy. Thus they can learn at their own pace and take refuge in the fact that they can succeed or fail without the fact becoming public. Many of these people, when they have achieved some success, and when they have gained confidence, may elect to transfer to the face-to-face mode. But their introduction to education is gained through distance education.

Adults only. Tertiary level education at a distance is not necessarily the exclusive domain of adults. It sometimes seems to be taken for granted that distance education is synonymous with adult education. This is the 'second chance' university syndrome ; the concept, initiated by the OUUK, that distance teaching institutions are for adults who have missed the chance of attending a conventional university in their youth.

Additionally, most of the adults for whom the open universities were intended to cater were not expected to have attained the qualifications necessary for them to qualify for entry into conventional on-campus institutions. Thus the words 'Open University' appear, in many minds, to be synonymous with unqualified adults. But this need not, and should not be the case. Distance teaching techniques can be used to teach people of all ages, and to teach courses from a wide range of discipline areas, both vocational and non-vocational.

It is ironic that senior distance educators who have spent many years arguing that distance teaching produces an end product at least equal to that produced by conventional institutions, are the first to argue that the distance teaching mode is only suitable for adults ; that something happens at magic 21 to 23 years which makes the student susceptible to distance teaching techniques. There is no evidence to prove this assertion. Indeed, there is much evidence to refute it. Students in remote areas in Australia have successfully been taught at a distance from the beginning of their primary schooling.

Discipline areas Equally ironic is the fact that it is often the distance educators themselves who submit that only a limited number of discipline areas can be taught at a distance. The classic argument is that medicine cannot be taught externally. Perhaps not all of it can be, but a great deal of it can,

perhaps the majority. Another of the oft called difficult disciplines, engineering, has also been taught successfully at a distance for a number of years.

Thus distance education techniques can be used to teach a wide variety of courses, across a wide range of disciplines, to most students. The basic necessities are that the student be motivated to learn, and that the instructional materials be well designed. Most instructional techniques available to distance teachers are multi-functional and may be adapted to a variety of objectives, learners and course discipline areas. But the instructional packages must be functional, that is, what matters most is the efficacy of the instructional treatment contained in the instructional message.

If radio is the only teaching medium available in a country because of poor ground communications, it can be developed as a most effective teaching medium. The provisos are that the teaching sessions be well structured and soundly based from an instructional perspective, and that the students be well motivated. Of course, the problem is that not all students are highly motivated. Of course, the problem is that not all students are highly motivated. Thus it will always be better if a range of distance teaching techniques are used, provided they are available.

Institutional growth In further considering the question 'Why Distance Education?" another very simple answer may be given : because it works. If one considers the large number of institutions in the region and indeed around the world currently expending resources on distance education programmes then one must presume that distance education is a viable

process. For example, the recent directory of resource materials used in distance teaching by higher education institutions in the Australia/Pacific region that was compiled by the Unesco Regional Office for Education in Asia and the Pacific (1984), highlighted the fact that 34 institutions of higher education in Australia, India, Pakistan, New Zealand, Sri Lanka and Thailand were heavily involved in distance education. The level of courses ranged from Associate Diploma to Diploma, Bachelor's Degree and Graduate Diploma and Master's Degree level courses in a wide range of subjects, drawn from practically all disciplines. Distance education courses in the region are currently available on subjects as diverse as Biological Aquatic Resource Management, Digital Electronics, Civil, Mechanical and Electrical Engineering, Surveying, Education, Computing, Prehistoric Archaeology, Economics, Psychology, Sociology and a wide variety of language subjects. Evidence for such a massive investment in distance education in such a wide range of contexts suggests that distance education does in fact work.

How Cost Effective is Distance Education ?

Cost There have been a number of studies done on the costs of teaching at a distance, and some data is available on its effectiveness. But very little has been done towards putting the two parts together and formulating a cost effectiveness study of distance education. Further the little that has appeared has inevitably referred to distance teaching in developed countries.

There appears to be an almost unanimous belief that distance teaching is cheaper than on-campus teaching. Of course distance teaching can be as cheap or expensive as is desired. But a

distance teaching institution which prepares well structured instructional packages using a variety of techniques, and which provides good teaching and administrative support to the student, can apparently operate at a lower per student cost than conventional institutions.

However, distance teaching can also be done extremely cheaply. One of the long standing distance teaching institutions in London, with good academic standing, merely distributes course outlines and recommended texts, and sets examinations. It has been demonstrated repeatedly that highly motivated students can learn through any medium, and it would appear that students who succeed at the London institution are, indeed, highly motivated.

Effectiveness Although there is no research to support the argument, it seems reasonable to hypothesize that as fewer and simpler distance media are used, the drop-out rate may rise. If print, audio, video, computer managed learning, and residential schools are all part of the teaching programme, the drop out rate may be lower than if a single medium such as radio is used. There is evidence that a hard core of students will persist and achieve success no matter how limited the teaching techniques. This argument is conditional on all the media packages being equally well designed. It could be expected that, achievement rates will rise as more money is expended but it is impossible to guess what the optimum level might be. Certainly a distance education system operates effectively at lower cost than conventional institutions, attaining the same academic standards which maintain close to the same pass rates.

Of course, distance teaching becomes most cost effective when large numbers of students are involved. It costs no more to prepare and present an educational radio or television programme to a small group of students than to a very large group. Once a set of printed instructional materials is prepared, multiple copies can be reproduced and distributed to any number of students The larger the number, the smaller the preparation cost per student. Also, the reproduction costs, such as printing, will fall because of economies of scale. The one area where there are few economies of scale is the interactive teaching part of the system. It takes almost twice as long to mark 200 assignments as it does to correct 100. Nonetheless, because of the economies of scale available in the preparation and reproduction phases, and sometimes in delivery, the distance education mode of teaching has enormous advantages for developing countries. It can be a highly cost-effective way of teaching.

The Distance Teaching Perspective

Compared with conventional teaching From a teaching perspective, it must be acknowledged that the inherent nature of distance education includes features which are quite distinct from teaching that takes place in conventional educational settings. Distance teaching entails at least three elements which are not shared with much of the conventional approach to teaching. First, distance teaching embodies a permanent record of instruction which is usually captured in print on audio tape or some other form of electronic media. Second, distance teaching tends to embody self instructional principles and is largely learner oriented rather than teacher centred. Third, distance teaching tends to engender the use of a

wider range of media than is normally the case for conventional education settings. This is not to deny that distance teaching techniques may be fruitfully applied in on-campus settings, but the latter is more the exception than the rule. The fact that distance teaching is permanent, is based on self-instructional principles and generally entails the use of a range of media has certain implications for the role of the distance teacher.

The team approach It is not unusual for these inherent aspects of distance education to promote a multi-disciplinary team approach to distance teaching rather than the singular activity which teaching tends to be in conventional settings. The simple logic behind this approach is that it is unusual to find the range of expertise necessary to exploit a range of media and self-instructional principles in any single teacher, but rather it demands a range of expertise including that of a subject matter specialist, that of an instructional designer and that of various media personnel and possibly computing personnel. While this type of team approach to distance teaching requires careful project leadership it seems reasonable to argue that the quality of the teaching material will be enhanced by the application of a wider range of expertise to the teaching/learning process than is normally the case with on-campus teaching.

Associated with this multi-disciplinary team approach is a demand for systematic, fine-grained, pre-planning of the teaching/learning experience. One cannot allocate expensive resources to the production of printed materials, audio tapes, video tapes or the like in a haphazard fashion, rather one must ensure a high quality product. Syste-matic pre-planning which engenders the design and development of high quality learning resources is again somewhat removed from the typical on-campus approach to teaching where delivery of instruction tends to be the dominant feature. A large proportion of the on-campus teacher's time is taken up in front of students, either in lectures, tutorials or laboratory settings, with the result that the time for systematic planning is somewhat reduced, especially when teaching staff may also have research interests to pursue. Distance education, then demands a switch in the orientation of the distance teacher from that of instructional delivery to one of instructional design, based on systema-tic pre-planning. Overall, then, it appears that distance teaching seems likely to engender serious consideration of the art and science of teaching, unlike conventional on-campus teaching where rigid organizational structures tend to protect out-moded approaches to the teaching/learning process.

Instructional design The emergence of a new discipline, instructional design, has added impetus to the potential efficacy of distance teaching in the context of the multidisciplinary team approach. The emergence of instructional design techniques for analysing the structure of the subject matter, assessing the critical learning attributes of students, specifying clearly defined learning outcomes, selecting appropriate learning experiences in a carefully delineated sequence and designing appropriate assessment instruments with associated diagnostic remedial support systems, all embodying self-instructional principles, has created the potential for a significant improvement in the quality of teaching and learning. The work of the instructional designer in the multi-disciplinary team is to provide a blueprint

for instructional development and delivery in much the same way that an architect provides a blueprint for a building. This approach (the generator model) is in direct contrast to the more traditional instructional design process, which takes place after the materials are prepared and the designer acts more in an editorial role (the transformer model). This transformer approach has achieved some support in spite of its apparent inherent inefficiency. It is probably a reflection of the traditional ascendency of the subject matter specialist in the generation of teaching/learning resources.

Institutions which have the resources and organizational flexibility to invest in a multi-disciplinary approach to instructional development seem likely to engender a significant improvement in the quality of teaching and learning at all levels of education. It is, however, the inherent nature of distance education in the permanency of the instructional message, its use of a range of instructional media and its endorsement of self-instructional principles, which has placed distance education at the forefront of such developments. With its emphasis on systematic fine-grained pre-planning it seems reasonable to argue that distance education provides a more professional approach to the art and science of teaching than much conventional education and thereby generates more interesting and efficacious learning experiences for students. In short, distance education continues to expand and prosper because it is a good way to teach. If one considers the student perspective in attempting to answer the question; 'Why does distance education work ?" One must also entertain the possibility that not only it is a good way to teach, it is a way to learn. Why is it a good way to learn ?

The Distance Learning Perspective

Compared with conventional learning Again, distance education has certain inherent features which differentiate distance learning from learning in conventional education systems, It must be acnowledged, however, that there is noknecessary connection between instruction and learning, since in the final analysis learning is a personal affair, learning is what the student does, and it may be unrelated to what the teacher does. Some students will likely be successful learners, irrespective of the quality of teaching, while others may be highly dependent on the quality and style of instruction. The likely higher quality of the self-instructional package produced by a multi-disciplinary team of experts for use in distance education therefore seems likely to enhance the learning experience of distance education students. In effect, such instructional packages produce learning resources, which engender quality control of instruction relatively independent of particular lecturers and/or tutors, who no doubt vary in their efficacy especially perhaps, in systems which entail distributed networks of campuses supported by local personnel.

Instructional package advantages At a more specific level one might ask the question: What are the particular features of self-instructional packages that seem likely to enhance student learning? First, the delivery of such instruction (apart from systems dependent on broadcast media) is not tied to a particular time and place, as is the case with conventional education. Students can use printed study guides, audio cassettes, video cassettes and the like whenever and wherever it is convenient to them. Such learning resources are

infinitely adaptable to the pace at which individual students learn, since the pace of learning is not determined by set lecture or tutorial periods in group settings. As well as providing the flexibility of self-pacing, such materials also engender self-reliance among students who can increasingly take responsibility for their own learning. If these potentially valuable outcomes are to be achieved, however, it is essential that the instructional packages endorse self-instructional principles, which are largely manifested in the provision of self-assessment questions whereby students are given questions/exercises to complete and are subsequently provided with worked solutions/detailed answers, which allow them to judge the adequacy of their own efforts. Such self-assessment questions engender interaction/ dialogue that is so often missing from standard textbooks and journal articles upon which so many students come to depend in conventional settings. The well structured distance education package therefore engenders a productive use of learning time.

While such self-instructional techinques can include the discussion and explanation of typical errors made by students, they can not cater for all misconceptions that might limit the efficacy of learning among large numbers of students For this reason it is desirable to provide some form of student support services whereby students can enter into meaningful dialogue with their instructors. Such support services usually depend on the availability of telephone systems, mail services or local area resource centres, with local tutorial support. These support services are primarily used to cater for the individual needs of students and are often optional, given that many distance education students are in full-time employment and are therefore part-time students for whom time is a precious resource. This more flexible organization of learning activities provides a striking contrast to the compulsory organizational schedule usually associated with conventional on-campus educational settings. A more rigid schedule, however, may be advantageous for those students who find it difficult to plan their time effectively and organize and motivate themselves to adhere to a study plan. In general, distance learners are dependent more on their own motivational resources to a greater extent than is the case with on-campus students. Nevertheless, certain strategies such as providing distance students with detailed study time-tables and/or demanding regular submission of assignments have been used to engender persistence among off-campus students, who may need assistance in coping with the demands of part-time study. All of the aforementioned issues can be considered during the multidisciplinary team planning and preparation of well-designed self-instructional packages and can be adapted to various cultural norms. Such careful detailed planning seems likely to enhance the motivation and persistence of those students who need additional support to a point where improvement in the quantity and quality of student learning could be reasonably expected.

Common elements The previous discussion has tended to treat both distance education and conventional on-campus education in a relatively global, almost stereotyped, manner in order to highlight contrasts between the teaching/learning process in each context. In practice, the distinctions drawn are unlikely to be so clear cut since the majority of learning contexts

seem likely to include a mixture of face-to-face and distance elements, For example, in distance education systems it is not unusual to find a degree of compulsory attendance at face-to-face meetings at a set time and a set place. Similarly, in conventional educational settings, opportunities for learning from books and journal articles without direct supervision are common place' The key point remains, however, that from a teaching perspective the detailed pre-planning and permanent nature of the well-designed self-instructional packages produced for distance education seem to have many inherent advantages over the transient nature of much face-to-face conventional education, where the emphasis is on instructional delivery rather than instructional design and development. It seems reasonable to argue that an opportunity exists to enhance the quality of on-campus education through the judicious use of materials prepared for distance students. While this occurs to some extent at present, it tends to be the exception rather than the rule. The well-planned use of distance education materials on campus could also presumably enhance the cost-effectiveness of both distance and conventional systems.

The apparent advantages of distance education from the teaching perspective seem likely to flow on to students. Certainly the opportunity to optimise the use of often limited time for learning by working with clearly structured/well designed self instructional learning resources at a time and place of their own choosing seems likely to engender successful learning outcomes for many students If this opportunity is further enhanced by the availability to use individualized communication opportu-

nities or other optional, perhaps group based support systems, student learning seems likely to be further optimized. This relatively uncritical/idealized perspective must be qualified by the acknowledgement that it is probably fair to say that whereas in on-campus educational settings the responsibility for student progress is very much a shared responsibility between student and teacher, in the distance education arena, students are required to take considerably more responsibility for their own progress in the sense that they must make their own arrangements about where and when to study, work without direct supervision, and basically develop skills in self-pacing and self-evaluation. The development of such a self-directed orientation may well be beyond the capabilities of certain students, especially in cultural settings where dependency on some form of authority is a significant feature of the social milieu, Nevertheless, the detailed instructional planning that is an inherent feature of distance education can presumably take into account cultural needs/pressures and engender an appropriate balance between self-directing and teacher controlled learning experiences relevant to particular cultural contexts.

Conclusion

The justification for distance education from both teaching and learning perspectives seems well established— at least on a theoretical level. The lack of empirical justification of such a position is dependent upon further research, which due to the relatively recent surge of interest in distance education, is somewhat limited. One may return, however, to a pragmatic justification—

Personality Characteristics Affecting Participation in AEP : A Study

G. Lokanadha Reddy

AN ideal system of education enables an individual to develop his or her physical and intellectual potentialities, social awareness and human values so as to mould him or her into a stronger personality. This is also expected of the current adult education programme as it has been envisaged as a means of human resource development.

The present study conducted in the Chittoor district of Andhra Pradesh to find out the relationship between personality characteristics and participation in adult education programme is significant in that it can not only predict how successful the programme would be but it can also provide guidelines along which the learners' personalities can be moulded to make the programme a success. While cheerfulness, adaptable nature and self confidence, the study concludes, are among the charasteristics promoting active participation, taciturnity impatience, introspective tendency and anxiety are some of the traits which affect participation adversely.

The success of the programme largely depends on the learning behaviour of the participants which in turn is governed by their personality characteristics. Studies probing into the effect of various personality factors on the learning behaviour of individuals can help in successful implementation of the adult education programmes and also for drawing plans for the future. The present study is a modest attempt in this direction.

Objective

To identify various personality characteristics affecting the participation of illiterates in adult education programme.

Methodology

Tool

For the purpose of assessing the personality, Cattell's 16 PF questionnaire Form E was used. This 16 personality-factor questionnaire is an objectively

scorable test devised by basic research in psychology for the most complete coverage of personality possible in a brief testing time. There are different forms of the test, namely, forms A,B,C, D, and E. Of these forms A,B,C,D are meant for fully literate persons. Form E of the 16 PF test is meant for persons who are almost illiterate with limited cultural background and it measures the same factors as the other factors of the test. In view of its utility Form E was chosen for the present study in which each factor consists of 8 items, thus consisting of a total of 128 items.

Sample

For the present study those adults who had attended adult education centres continuously for 6 months were selected as active participants and those who had dropped out of the centres during the first quarter were selected as drop-outs. Out of 300 adult education centres functioning in Sri Kalahasti Block of Chittor District, Andhra Pradesh, 11 centres were selected randomly. From each centre, 5 active participants and 5 drop outs were selected. Thus the sample constituted 55 active participants and 55 drop-outs, totalling 110.

Procedure

The investigator visited the centres and established a good rapport with the selected sample. All the subjects were tested individually. Each item in the test was read out to the subjects individually. Each subject was asked to answer in 'Yes' or 'No'. The answers given by the subjects were noted down by the investigator on a separate answer sheet prepared for the purpose. For each answer the respondents scored either 0 or 1. Thus the score for each factor ranged anywhere between 0 and 8.

Results and Discussion

Table 1 shows the number of active participants and drop-outs scoring low or high on 7 significant factors of the 16 PF test and the X^2 values (The scores of the remaining 9 factors which are not significant are not presented in the Table.)

A person who scores high on Factor-E is assertive, self-assured and with independent thinking (stubborn). On the other hand, a person who scores low on Factor E is generally humble, mild and accommodative. From the Table it can be seen that majority of the

TABLE 1

Number of active participants and drop-outs scoring low or high
on different factors of the 16 PF-Test

| Factors | Active participants | | Drop-outs | | |
	Low	High	Low	High	X^2 value
Factor-E	10	45	25	30	9.42**
Factor-F	17	38	31	24	6.91**
Factor-I	24	31	12	43	5.95*
Factor-L	29	26	12	43	11.24**
Factor-0	47	8	23	32	22.63**
Factor-Q_2	42	13	20	35	17.88**
Factor-Q_4	44	11	33	22	5.24*

*Significant at 0.05 level = 3.841
**Significant at 0.01 level = 6.635
Note : The score on the remaining 9 factors which are not significant are not presented in the Table for want of space,

subjects both from active participants' and drop-outs' groups have fallen under high scoring category. This shows that both submissiveness and stubbornness make a person stick to his decision.

People scoring high on Factor F tend to be cheerful, active, talkative, frank, expressive and careful. They may be impulsive and mercurial. In contrast people scoring low on this factor tend to be taciturn, reticent and introspective. They are sometimes incommunicative, melancholic, depressed, smug, languid and slow. The Table shows that more than two-third of the subjects belonging to active participants' group have high scores on Factor F. This means many of them continue to be enthusiastic about knowing the benefits that would accrue from the future programmes of the literacy centre. In contrast, majority of the respondents in the drop-outs' group have scored low on this factor which means that they lost their enthusiasm and became more introspective and finally dropped out from literacy classes. The calculated X^2 value (6.91) is also significant at 0.01 level.

A person who scores high on Factor I tends to be tender hearted and has a tendency towards day dreaming. He is sometimes impatient and impractical. As shown in the table these characteristics are more predominant among drop-outs than in active participants. In contrast, subjects scoring low on Factor I are considered to be practical and realistic in outlook. This may be the reason why there are less number of drop outs under this category as compared to active participants. The obtained results are also statistically significant (5.946) at 0.05 level.

A person who scores high on Factor L is considered to be mistrusting and doubtful. He is often egoistic self-opinionated, and interested in internal, mental life. Further, he is unconcerned about other people and is supposed to be a poor team member. More than three-fourth of the drop-outs have shown these characteristics which indicates that a large number of them might have dropped from the literacy centres due to mistrust and doubt about the benefits of being educated through the adult education programme. In contrast, a person who scores low on this factor tends to be free from jealous tendencies, is adaptable, cheerful, composed, concerned about other people and a good team worker. Majority of the active participants have scored low on the factor indicating their adaptable nature and faith in the programme of literacy centre. The calculated X^2 value (11.24) is significant at 0.01 level.

The individual scoring low on Factor 0 is considered to be placid, calm, with unshakable nerve. He is mature, unanxious and has confidence in himself and his capacity to deal with things. He is resilient and secure. Majority of the active participants (85%) have scored low on this factor indicating that these characteristics might have strengthened their participation in the adult education programmes. In contrast, individuals scoring high on this factor are considered to be depressed, moody, of worrying nature suspicious, with a tendency to brood and avoid people. They are childlike in their anxiety in difficult times. They do not feel accepted in groups or free to participate. As can be seen from the Table, majority of the drop-outs have high scores indicating the possible effect of this characteristic. The X^2 value is also significant (22.63) at 0.01 level.

A person scoring low on factor Q, desires social approval and admiration. He tends to go along with the group and may be lacking in resolution. Good

majority of the active participants have shown these characteristics, scoring low on this factor. It is in agreement with the common observation of those working in the field of adult education that many adults attending the literacy centres do so because of the desire to identify themselves with the other members of the group. In contrast, a person scoring high on this factor tends to be independent, resolute, accustomed to doing things in his own way, and making decisions and taking action on his own. The Table also indicates that majority of the drop-outs scored high on this factor and the calculated X^2 value (17.889) is significant at 0.01 level.

A person who scores low on Q_4 tends to be calm, relaxed, composed and satisfied. In some situations, over satisfaction leads to laziness and low performance, in the sense that low motivation produces little trial and error. It is evident from the Table that a large number of subjects from both the groups have scored low on this factor. Possibly, the drop-outs became lazy and lost interest in the activities of literacy centre. On the other hand, some other characteristics might have motivated majority of the active participants to take keen interest in the programmes. The X^2 value (5.24) is also significant at .05 level.

Conclusion

The success of any adult education programme largely depends on the target group's participation in it. Their participation in turn is determined by their personality characteristics. The personality characteristics which were found to promote active participation in the programme are cheerfulness,

activeness, talkativeness, impulsiveness, expressiveness, practical and realistic outlook, absence of jealous tendencies, adaptable nature, concern for others, ability to work in team, maturity, confidence in himself and his capacity to deal with things, accompained by coolness, desire for social approval and admiration. The characteristics found responsible for the participants' dropping out of the centres were taciturnity, reticence, introspective tendency, impatience and impractical outlook, mistrust and doubtfulness, poor team spirit, depressed, moody and suspicious nature, child-like tendency to anxiety when confronted with difficulties, independence, resoluteness and the habit of doing things in one's own way. Thus, the personality characteristics which promote active participation may be cultivated among the target group and the characteristics which make them drop out from the centres need to be corrected or discouraged.

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Linking Literacy with TRYSEM : An Experiment

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Proceeding with the conviction that integrated rural development can be achieved only through regional approach wherein the work places will have to be created in the areas where the rural people are living ; and that production methods employed should be simple making use mainly of local materials to produce goods for local use, the authors conducted an experiment in which about 30 youth in the age group 18-25 were selected for training in carpentry at a TRYSEM (Training of Rural Youth for Self Employment) Unit. Its distinctive feature was that it selected illiterates and drop-outs whereas TRYSEM concentrates on educated youth. The evaluation showed that except one all other participants had acquired above average literacy skills ; and majority of the participants while expressing satisfaction with the training wanted it to be extended, indicating the interest generated.

OUR Development programme aims at bringing about an integrated development of the rural areas covering the social, cultural and economic aspects. This was sought to be achieved through optimum development of available human and material resources on area basis so that the rural people attain a higher standard of living through active participation and their own initiative. The programme aimed at popularising scientific methods of agricultural and animal husbandry practices, developing village and cottage industries, and raising the standard of living in the countryside. The emphasis was on the felt needs of the people and on inculcating a sense of community effort and community participation. The investments so far made towards this ideal have not been able to keep pace with the growing needs. Despite three decades of development, the felt needs of most of the villagers remain unfulfilled.

Literacy, Education and Development

Development is fundamentally not about index numbers of national income and its growth, it is not about savings ratios and capital coefficients ; it is about, by and for human beings. Development must therefore begin by identifying human needs.

Mathur (1976) emphatically states that education is the main instrument for development. He says that earlier the emphasis was mainly on the knowledge of 3 Rs, but now the formal education is expected not only to provide basic literacy and numeracy but also to instil among young people values and attitudes conducive to self-reliance, co-operative effort, etc. Also, now there is greater emphasis on imparting useful skills. Methodologies facilitating achievement of goals like self-reliance will have to be based on non-formal and lifelong education.

According to Mohan (1978) the real task to be undertaken under a plan of integrated rural development could be summed up into four propositions.

— Work places have to be created in the areas where the people are living now.

— These are not to be primarily in metropolitan areas to which they tend to migrate.

— The production methods employed must be relatively simple, so that the demand for high skills is minimised, not only in the production process itself, but also in matters of organisation, raw material supply, financing, marketing and so forth.

— Production should be mainly from local materials and mainly for local use.

These four requirements according to Mohan can be met only if there is a 'regional' approach to development.

Gayfer (1978) documents a case study regarding a cooperative experiment involving development in the African country of Botswana. According to her, the project has tried to bring about general development in the local villages through economic growth and by encouraging training of workers and their understanding of development.

Bhaskaran (1982) identifies three aspects of human and social development, i.e., awareness, opportunity and urge. He says that for bringing about social change in a community (rural or urban) these three components need to be considered as part of social change.

Patel (1983) notes in his article 'Financing Integrated Rural Development Programme' that several programmes were undertaken, new innovations were introduced and experimental/pilot projects were launched in the past to improve the village life and farm output in rural areas. The more well known among them were the Marthandam Project (1921), Rural Reconstruction Project in Uttar Pradesh (1948), the Community Development Programme (1952), Intensive Agricultural District Programme (1960-61) and projects covering Small Farmers (1971)' Marginal Farmers' and Agricultural Labourers' Development, Drought Prone Area Programmes, Command Area Development, etc. In spite of these Human Resource Development efforts it is reported that the population under poverty line is swelling.

The SFDA and other programmes were merged with IRDP with effect from 2nd October 1980, which is another change.

The IRDP was undertaken in the Sixth Five Year Plan, to provide assistance to identified families of a target group for raising their income to a level above the poverty line.

To provide more employment opportunities for the rural landless during lean agricultural periods, a new anti-poverty programme called the Rural Landless

Employment Guarantee Programme (RLEGP) was inaugurated by our late Prime Minister, Smt. Indira Gandhi on 15th August, 1983. This new programme has been a milestone in the realisation of the objective of providing employment to atleast one member from each landless labour household for a period of upto 100 days in a year.

During 1983-84 the Government also continued the major programme of National Rural Employment Programme (NREP) for the benefit of rural poor.

However, the fact is that despite many programmes rural development at grass-root level has been rather slow. Many of the rural development programmes collapsed when the agencies in charge of the programmes withdrew from the action area, and in some other cases it was found that despite many inputs, people due to lack of self-confidence continued to depend on cultivation.

TRYSEM

The National Scheme of Training of Rural Youth for Self-Employment (TRYSEM) was launched on August 15, 1979 with the principal objective of removing unemployment among rural youth. TRYSEM is an integrated part of IRDP.

Objectives of TRYSEM

— To equip the rural youth with necessary skills and technology.

— To enable rural youth to take up some vocation or self-employment.

— To train at least two lakh rural youth every year or a minimum of 40 youth in each block of the country.

— TRYSEM is to help the poorest among the poor in rural as well as urban areas.

— It seeks to provide monetary benefit to trainees from weaker sections during their training period.

— It aims to provide all sorts of educational and developmental skills in order to generate self-employment avenues for the beneficiaries.

— It aims to persuade and motivate the participants for learning, and practising chosen skills, etc.

— To cover both sexes in the productive age group of 18-35 years.

Development and Literacy

'Development' and 'Literacy' should go hand in hand to impart meaning to development and for the beneficiary to sustain the skills which he has learnt. This is particularly true, if the inputs are fed into the 'receiving system', that is, the individual/community, in a hierarchical fashion according to the developmental stage. To begin with, the beneficiary will exhibit behaviour showing dependence and then as a result of meaningful learning move to independence and ultimately to interdependent behaviour (self and mutual reliance). Development is 'rationalisation', 'realisation', 'participation', 'actualisation', and a concern first for the individual in the social setting and then for the community at large.

TRYSEM and Literacy Programme

At present there is no emphasis on imparting literacy skills in the TRYSEM programme. The conceptual aspects of the two programmes are elaborated in Table A :

Major Objectives of Linking TRYSEM and Literacy

On the basis of several years of experience in the field the authors

believe that while there are several reasons why we could not eradicate illiteracy from among the weaker sections of our country, one important factor is that literacy programme in isolation does not motivate the adult learner. Keeping this in view the authors explored the posisibility of linking literacy with TRYSEM which formed a part of the Development Literacy experiment.

They envisaged the following major objectives of the linkage

— To link TRYSEM of IRDP with the functional literacy programme for developing a particular skill among the beneficiaries.

— To establish a methodology of linking TRYSEM with functional literacy programme.

— To evaluate the achievement levels of the beneficiaries due to the linkage.

— To study the self-employment modalities pursued by the beneficiaries after the training programme.

Operationalization of the Linkage

For the purpose of linking the two major developmental programmes, the authors selected a semi-rural village, 25 kilometeres away from the busy metropolitan city of Madras. The village had homogeneous population belonging to scheduled caste and was spread over five hamlets, namely, Melmanagar, Melragunathapuram, Keezregunathapuram, Ramakrlshnapuram and Appan Nagar belonging to Kundrathur Panchayat Union of Chingleput District in Tamilnadu.

The investigators identified 30 male illiterates, including a few school dropouts in the age group of 18-25, hailing from the five hamlets for the TRYSEM functional literacy link-up programme. The District Rural Development Agency situated at Kanchipuram. which is the co-ordinating agency for the IRDP/ TRYSEM programme at District level was approached. The authorities after accepting the proposal of the linkage alerted the Panchayat Union Commissioner concerned with the villages chosen for the experiment for implementing the programme. After completing a household survey, 30 adults were interviewed by the DRDA (District Rural Development Auhorities) along with others. Out of the 30 presenled for selection, only 20 adults were selected for participating in the programme.

For selecting the participants the following criterion was adopted by the DRDA and the Department of Adult and Continuing Education.

TABLE A

TRYSEM	Literacy
1. More emphasis on training the beneficiaries in certain occupational skills.	More emphasis on imparting literacy skills, functionality and awareness.
2. Concentrates only on educated unemployed youths.	Concentrates on the illiterate adults as well as semi-literates.
3. Beneficiaries are given a stipend during the course of training.	Beneficiaries are not financially rewarded.
4. Active participation is observed in some cases.	By and large not many are actively participating.
5. The programme generates self-employment.	Output : a literate person with some functional skill.

— The participant should belong to the age group of 18-25.

— The participant should be an illiterate or a drop-out.

— The participant should be unemployed at the time of induction into the programme.

— The participant's annual family income should be very low.

— The participant should have a good physique to learn carpentry skills.

The TRYSEM programme (carpentry training) was conducted at the Poonamallee Panchayat Union carpentry unit, which is 2½ Km from the place where the participants lived. The programme was conducted from 15th September 1982 to 14th March 1983.

The training exercises were conducted everyday from 8.30 a.m. to 5.30 p.m. (except Sundays and other government holidays), with a lunch break between 1-1.30 p.m. The first 1½ hours of the session were devoted to teaching literacy as related to carpentry skills. The rest of the time was spent on training in carpentry skills.

There were two instructors, one for imparting functional literacy and the other for training in carpentry skills. The two instructors who were well trained in their respective areas were appointed by the authorities of Panchayat Union and the Department of Adult and Continuing Education. The functional literacy instructor had developed a literacy primer with key words chosen from the profession of carpentry. The primer had 20 literacy and 5 numeracy lessons.

During the first 6 months, training for making small chairs, tables, black boards, timber almirahs were imparted.

Key words like names of the tools, and popular timber trees, parts of the carpentry tools, etc. were taught simultaneously as part of functional literacy.

Evaluation

The TRYSEM-Literacy linkage experiment was evaluated after the completion of the project period. A structured questionnaire was developed and validated for collecting responses. The data obtained was as shown in the following tables.

Out of the 20 participants, at the time of evaluation, responses could be collected from 15 only.

Table 1 shows that 6 of the learners felt that they had learnt everything satisfactorily, another 6 felt that their learning was just satisfactory whereas two were not satisfied with the training.

Majority of them (8) felt that the duration of training must be extended by 2 more months, 3 wanted it to be extended by 3 months, and another 3 expressed a desire for 6 months' extension. One participant felt that the training period was enough and no extension was needed.

It is encouraging to see the self-confidence created as a result of training. Nine learners felt that they would earn between Rs. 300 to 500 during the next 2 years, 4 expected to earn below Rs. 300 and 2 were very optimistic and aspired to earn more than Rs. 500 per mensem.

TABLE 1

Assessment of opinion of the trainess regarding Learning

Sl. No.	Categories	f
1.	Satisfactory	6
2.	Just satisfied	6
3.	Not satisfied	3
	Total	15

TABLE 2

Whether training could be extended

Sl. No.	Duration needed	f
1.	2 more months	8
2.	3 more months	3
3.	6 more months	3
4.	Enough	1
	Total	15

TABLE 3

Amount expected to be earned in the future :

Sl. No.	Amount expected to earn	f
1.	Below Rs. 300	4
2.	300—500	9
3.	Above 500	2
	Total	15

Only 4 of them gained confidence to the extent of starting their own unit. The remaining 11 felt that they could only serve as helpers or assistants on daily wages.

It is interesting to see that 13 learners were willing to collaborate with their colleagues to start a unit on a co-operative basis. One was bold enough to accept that he could not do so and another one was undecided.

Majority (13) of the learners were ready to attend a retraining session, if offered even without stipend as they had already realised the utility of such a training.

All the 15 learners were of the view that the training centre did not require any improvement at that stage.

The evaluation of literacy skills revealed that 14 learners were above average in literacy—reading and writing skills. Only one participant's literacy attainment was poor.

It is interesting to note that regarding the role played by the university in the programme 11 learners were fully satisfied, 2 learners were just satisfied and the remaining two were not satisfied. The two dissatisfied learners felt that university functionaries should visit their centre more fequently.

Problems Faced during the Programme

There were a few problems in the process of implementation. The ones with bearing on the planning in the future are mentioned below.

There was more than one and a half years' delay in the commencement of centres due to administrative problems in the parts of the programme related to DRDA and Panchayat Union. Because of this the beneficiaries were frustrated and were reluctant to participate in the programme. But the authors met the concerned authorities a number of times and persuaded them to begin the programme soon. This helped to get the programme started earlier than it would have otherwise started. The allotted monthly stipend of Rs. 125/- per head and carpentry tools for participants had not been given by the Kundrathur Panchayat Union even two months after the programme began. As a result, many of the participants lost interest and three participants even dropped out.

To start with, the participants had to use the limited tools made available by Poonamalle Panchayat Union for learning skills and practice. It was only when the authors, accompanied by the participants, approached the Kundrathur Panchayat Union Commissioner, and the Project Officer in DRDA and discussed the problem with them, that the required tools and other materials were provided to the participants.

TABLE 4
Whether they were confident enough to start their own unit

Sl. No.	Confident to start their own unit	f
1.	Yes	4
2.	Only as a helper on daily wages	11
	Total	15

TABLE 5
Whether they are willing to start a co-operative unit

Sl. No.	Willing to start a co-operative unit	f
1.	Yes	13
2.	No	1
3.	Undecided	1
	Total	15

TABLE 6
Whether they are ready to attend a retraining session

Sl. No.	Ready to attend a retraining session	f
1.	Yes	13
2.	No	—
3.	Undecided	2
	Total	15

TABLE 7
Whether there is any need to improve the training centre

Sl. No.	Need to improve the training centre	f
1.	Yes	—
2.	No	15
	Total	15

TABLE 8
Evaluation of literacy skills

Sl. No.	Literacy (Reading & Writing)	f
1.	Above average attainment	14
2.	Average attainment	—
3.	Poor attainment	1
	Total	15

TABLE 9
Opinion regarding the role played by the university

Sl. No.	Perception of role played by the university	f
1.	Fully satisfied with the role	11
2.	Just satisfied with the role	2
3.	Not satisfied	2
	Total	15

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Training of Adult Literacy Instructors : Some Suggestions

S. A. Ologe

Coming from a country where majority of the adult literacy or education teachers are drawn from among the professional teachers of the formal school system, the author's experience is that such teachers generally under-rate the importance of going training for teaching adults. The study identifying the areas of training discusses the methods that can be adopted for it keeping in view the limited time such teachers can spare and other constraints.

A move towards technological advancement by a country invariably involves quick social, political and economic changes and reforms. Illiterate adults will naturally be unable to keep pace with such changes unless they are prepared for these. The adults of a country have an immediate role to play in national development while the role of the child at school may take some years to mature. Illiterate adults because of their ignorance and superstition are not as receptive to reforms and innovations as literate adults. Superstition, ignorance, and disease, it is said, are the by-products of illiteracy. Adult literacy can make effective contribution towards the removal of these ills. It can contribute towards the full participation of the masses in their own development and also mobilize them for active control of social, economic political and cultural changes. This has led many developing countries in recent years to formulate effective policy for gradual liberation of their adult population through literacy. Tanzania and Cuba are among the Third World countries which have recorded some success in this regard.

Nigeria launched a 10-year National Mass Literacy Programme on September 8, 1983, to free about 55 million adult illiterates from the grip of illiteracy.

A vital factor in the successful implementation of an adult literacy programme is the right type of personnel who would make appropriate use of the materials and equipment provided for the programme. The personnel connected with the execution of adult literacy programmes can be broadly divided into three groups : administrators, who are the planners; supervisors, who ensure proper execution of the programme; and instructors, who are frontliners conducting the teaching part. While all the three categories need one or the" other form of training at different stages of the programme in order to be properly equipped for their work, the most crucial is the training of the last group, that is, the literacy instructors, on whom this paper is focused.

Literacy teachers have the most crucial role to play in the execution of any adult literacy programme. They are the closest to the beneficiaries of the programme and it is their performance in the field which can make or mar the whole programme. The teacher is regarded as the most important of all the aids to learning. E.T. Cole (1979) sees the teacher as a source of knowledge and certainly as a decisive factor in the success or failure of any learning experience, specially so in the case of adults, for an adult learner is free to withdraw from class at any time he or she feels like. For instance, in one of the 15 adult literacy classes comprising the sample for the study, a total of 30 adult learners—14 male and 16 female—were enrolled and before the end of the session 10 male and 15 female learners had withdrawn. Thus 25 out of 30, or 83.7 per cent of the total number or learners had withdrawn from the class. Such a large scale withdrawl could not have been due to some personal or domestic problems. It would perhaps not be wrong to presume that something was wrong with the teaching. A teacher of adult learners should possess the skill to develop a conducive learning climate and generate confidence in his learners. It is therefore essential that the personnel recruited to teach adult learners are trained for greater efficiency and effectiveness in their job.

Recruitment of Literacy Instructors

There seems to be no hard and fast rule as to who should be recruited as literacy instructors, especially with reference to occupational, social, religious and political barriers. However, some countries do set a limit of educational standard for persons to be employed as literacy teachers. In India, for example, a literacy instructor is expected to hold a minimum qualification of standard VIII or above, except in very exceptional cases where a brilliant person with standard V qualification might be considered. In Nigeria, on the other hand, persons who are literate, with the ability to read and write in any of the country's languages, including ex-adult learners, could be recruited.

In some countries, as in Nigeria, the bulk of literacy instructors are drawn from the teaching profession. For example, even in the present study, 44 out of the 54 literacy instructors were drawn from the teaching profession. India has taken the right step by widening the pool from which literacy teachers are drawn, by the active involvement of students apart from other cadres. Experience has shown that whenever possible, it is better to recruit literacy instructors who are indigines of the area in which the programme is

being implemented. Such instructors being more familiar with the situation of their locality, will be able to appreciate better the problems, norms and customs of the area and tackle their difficulties with greater sympathy. They can also remove the suspicion at times generated among villagers on seeing instructors from communities other than their own. In case there are not enough local people to chose from and instructors from outside the community have to be recruited, then such instructors must be given orientation to enable them to understand the general culture and customs of the community.

In all recruitments, the factors which have motivated the personnel to offer their service for literacy teaching should be identified. These need to be carefully assessed by those responsible for planning and designing of training programmes for literacy instructors and for determining their service conditions. The following were, for example, identified as the major factors motivating the 54 literacy instructors of the study :

- —a desire to become involved in the eradication of illiteracy from the society ;

- —a desire to learn about the attitude of adult learners to learning and also to be able to compare their learning behaviour with that of the children ;

- —a desire to help adults adjust properly and without difficulty to the changing society ;

- —interest and curiosity to interact with adult learners and study their behaviour ;

- —a desire to make good use of their leisure ;

- —The attitude that it is pleasant to teach adults because they are less troublesome and more responsible than children;

- —a desire to improve their earnings.

- —a personal interest in helping adults to know how to read and write so that they are able to communicate effectively with others in writing ;

- —a desire to help illiterate adults become more useful and enlightened citizens of their country ;

- —a desire to assist in preparing adults for gainful employment;

- —interest in helping illiterate adults to know their rights ;

- —a desire to gain experience in the teaching of adults.

From the above it is clear that many of the instructors were not motivated solely by monetary rewards. Rather, some were personally interested in helping adult learners to develop their potentialities to enable them to play a meaningful and effective role in the economic, social and political life of their community. While some others were keen to learn about the psychology of adult learning, a few others had a desire to make gainful use of their leisure. All these have serious implications for the trainers of literacy instructors in planning and designing their training programmes.

While those working for monetary reward would like to be paid handsomely, others, motivated by personal interest and the desire to help the downtrodden and underprivileged to be free from ignorance and poverty might be willing to render free service and be content merely with recognition through

non-monetary rewards like commendation or certificate of merit. However, some are of the opinion that in addition to other forms of incentives there is a need to provide adequate monetary remuneration not only for those who ask for payment but even for those who want to do the work free of charge. This is necessary in order to give recognition to their role in national development.

Assessment of Training Needs

For effective planning and design of training programmes, the perceived and felt needs and problems of trainees need to be identified. The gap between the present level of training and knowledge of the trainees, and their new expected role will represent their training needs. Experience has shown that even some practising teachers of the formal system who are involved in adult literacy teaching might not necessarily perceive the need for additional training for teaching adults.

In the study being discussed in this paper, literacy instructors were asked to rate certain instructional areas in which they would like to have further training for the purpose of identifying and assessing their perceived training needs.

The instructional areas rated the lowest for training by the respondents with teaching background included :

— training to be able to share, participate and learn with learners in learning experiences—only 29.5 per cent wanted to have training in this area.

— training in the evaluation of students' progress in which just 36.4 per cent of them wanted further training.

— training in adapting instructions to the needs, interests and ability of adult learners—40.9 per cent.

— training in working with adult groups —in this 36.4 per cent of the instructors wanted further training.

As indicated above, the negative responses given by majority of the instructors to the need for further training in such areas must have been influenced by their teacher training background and their experience in the teaching of children at formal schools. They are already used to a system in which they plan and design courses for pupils without having to find out what they want to learn. They thus control and manage the education of children without being questioned by them. Rather, the children regard their word as final and depend heavily on them for their learning. This is quite natural considering that the instructors' life experience and knowledge tower far above that of the children. Most of such instructors therefore may hardly see any reason in going in for training, not realising that adult teaching is a form of natural learning in which adults learn from the teacher and the teacher also learns from the adult's varied life experience.

Only with additional training can the instructors be made to realise what makes an adult learner so different from the child. The adult is independent, unlike the child. He has his fixed norms and values. He has family and social responsibilities. Above all, he is a voluntary learner with his pre-determined goal. All this makes it imperative that his learning be managed differently from that of the child. Unlike the child, who could be compelled to go to school, the adult needs a great deal of motivation to bring him to the class and to retain him there.

In another question, the respondents were asked to indicate the problems encountered by them in the course of adult teaching. The following emerged as the main problems .

— absenteeism and irregular attendance
— withdrawals and rejoining the classes without notice
— late coming
— slow learning ability
— lack of concentration
— poor sight
— adults registering for learning at odd times or stages, thereby making teachers' work difficult.

The above responses also indicate the areas which would need special attention in the instructors' training. They need to realize that domestic or social responsibilities could keep an adult learner away from the classes if he or she is not well motivated, or that being independent, an adult learner could withdraw from the class and re-enter at will. Domestic or social problems may result in his coming late to the class or may even cause lack of concentration. Factors such as transportation difficulties due to long distance from place of work or home to the class may worsen the problems of irregular attendance and late coming. Besides, there can be physiological problems like poor sight and hearing due to age factor. Thus, the aspects about which the instructors need to know more can be broadly summarised as follows :

— The nature and psychology of adult learning.
— Sociological and physiological principles in adult learning.
— Methods and techniques of teaching adults.

— Principles of assesment and evaluation of the work of adult learners.

Methods of Training

Majority of the instructors involved in the case study (72.2 per cent) expressed preference for in-service training, seminars and workshops as methods of training. In-service training or seminars of the duration ranging from a few days to two or three weeks can be considered for such training. However, the training could also be spread over a period depending on the time that instructors can spare. As Grabowski (1976) has stated, an in-service training is directed towards understanding of job operations, standards, agency philosophy, policies and procedures. In-service training is directed at those already on the job as well as the new recruits who need to be introduced to the different technicalities of teaching adult learners.

In-service training is not generally certificate oriented and so the contents of course are flexible and can be designed to suit a particular group. However, the objective of an in-service training programme can be achieved only if it is well planned and well executed. The following essential steps and criteria may be considered for planning and designing a productive in-service training programme.

— Programmes should be analysed and objectives for which training is required clearly defined.
— All activities to be conducted for the realisation of the defined objectives of the training should be listed. Expected roles for conducting the activities should also be defined and responsibilities for such roles allocated.
— Behavioural changes in terms of competencies and other changes

required of various trainees should be clearly stated.

— A training curriculum to build up the identified competencies and the strategies for its implementation should be developed.

— There should be an effective evaluation system built into the training programme itself to facilitate constant review, follow-up and feed back.

Selected Approaches to In-service Training for Adult Teachers

Different approaches have been tried by training specialists operating in different set-ups. It is unrealistic to assume that certain methods if successfully used in certain countries would be equally successful elsewhere. However, one would expect that in areas with similar conditions the successful methods with modifications to suit local conditions are likely to be effective. With this assumption the following in-service Training Models are being suggested :

Trainee-oriented Approach : In this trainees are treated as contributors and resource persons. They actively participate in the planning of each step of their training programme. In the classroom arrangement under this approach, the prominence of the trainer is reduced to the bare minimum. The trainees are encouraged to freely discuss and exchange ideas and experiences.

After having been provided some concrete experience the trainees are allowed to interact with one another in group discussions. Through self-observation, reflection and interaction they are able to draw their conclusion and collectively arrive at abstract generalizations themselves.

In this approach, the role of the trainer is reduced to that of a facilitator whose responsibility is to provide an environment conducive to effective learning. To be able to play this role he must possess certain social skills for conducting group discussion effectively. He must possess the ability to monitor group discussion. He must be able to build up trainees' confidence and provide room for self directed inquiry. He must be able to summarise trainees' contributions, and ask further questions that would lead the discussion to the next step in the logical sequence of problem solving.

The main features of this approach include :

—Trainees' participation in the identification of their own training needs, and in the planning and running of the programme.

—Emphasis on self-learning and group learning through continued interaction between participants, and exchange of experience through group discussion and field visits.

—Learning during the training programme is related to the real and concrete problems of the rural or urban areas and their possible solution as provided by the trainees' actual field experiences through case study writing, study presentation, field visits and group discussions.

In-service Training by Television : The general aim of this approach is to enhance adult teachers' professional competence by developing their knowledge and understanding of current practices in adult literacy/education. Such a programme if developed would aim at training the viewer instructors to :

—Identify the characteristics of a typical adult learner, psychological and physiological factors affecting him and the techniques needed to cope with such characteristics and factors.

—Understand the steps required in active learning ; identify learners' needs, and develop tools for effective communication with adult learners.

—Identify and understand the conditions for creating a good learning climate.

—Learn about recruitment and retention of learners.

Limitations of the television approach :

—It is very expensive. Many instructors may not be able to afford a set. However, as an alternative, collective viewing centres can be set up where instructors within an area can view the programme at scheduled periods.

—Television in most developing countries is more or less confined to urban areas where there is electricity. A number of instructors residing in the rural areas are therefore likely to be left out. Besides, even in areas where there is electricity supply, power failure could disrupt the programmes thus killing the instructors' interest.

—Instructors cannot participate directly by posing questions or making suggestions.

—Domestic commitments could at times prevent instructors from viewing the programme even in their own homes.

Despite these limitations, television can be a good supplement to the regular and periodic training programmes for literacy instructors. It has a good deal to contribute, specially where most of the literacy instructors are volunteers who have little or no time to spare for off-job training.

In-service Training Newsletters : As observed in the group sampled for this study, literacy instructors are most often drawn from different professions including teaching, clerical and civil service. Though a large majority of them, as in the case of the group in this study, might be drawn from the teaching profession, they are most often skilled in the teaching of children and not adults. Others too are skilled in other jobs. In other words, they have not prepared themselves for a career in adult teaching, as it is done if one wants to become a school teacher, typist or nurse.

As experience has shown and as is also evident from the responses of the instructors forming the sample of this study, adult literacy instructors being part-time teachers drawn from other professions can hardly spare a few days, or at the most a few weeks for training. It would therefore be unrealistic to expect that they can acquire all the skills necessary for teaching adults in the training of such a short duration. Under such circumstances an in-service Training Newsletter can be a good supplement. It can provide a sort of on-the-job training aimed at

—helping literacy teachers to update their knowledge in adult methods and techniques.

—serving as a source of information and knowledge for literacy innovations, methods and techniques.

—carrying out teachers' training without necessarily pulling them out of their jobs.

—developing or sustaining reading habit among teachers.

—helping teachers to develop their creativity and stimulating their minds by providing them opportunities to write and contribute articles to the newsletter.

Suggested Format : On the basis of the Tanzanian experience, as reported by Bhola (1981), the following can be said to be the important points that should be kept in mind with regard to the publication of such a newsletter.

—Select an important training theme for the essential part of the Newsletter.

—News of interest generally to teachers.

—Teachers' correspondences.

—Progress reports of literacy activities from different parts of the country.

—Feature articles on adult literacy written by instructors and other adult educators.

Guidelines to make the Training Newsletter Effective :

—There should be suitable staff committed to the cause of the newsletter and preferably a trainer-cum editor to head the publication. This will help in solving the problem of providing interesting and readable material.

—A forum should be created for effective distribution of every new publication possibly through Zonal Offices during Zonal meetings of literacy teachers.

—Such newsletters should be subsidised to bring them within the reach of the teachers.

Major constraints to be guarded against during planning may include :

—Problem of effective distribution especially where transportation and communication system is poor.

—Ensuring teachers' patronage through effective monitoring system.

In-service Training through Radio and Correspondence

This is another approach by which literacy instructors can be prepared on the job without necessarily pulling them out of their full-time jobs. This method of teacher preparation has been successfully tried in Kenya since 1964. Initially it was meant to tackle the problem of acute shortage of trained teachers in the formal schools. Later, the approach was extended to the preparation of adult education teachers. Its main objective is to assist adult education instructors to improve their competence through a combination of radio and correspondence programme. The contents of such a programme could include topics like policy and principles of adult education, characteristics of adult learning, adult teaching methods and use of audio-visual aids.

This mode of training requires very careful planning, and systematic selection, preparation and presentation of teaching materials. It also needs a well planned monitoring and evaluation system through which learners' achievement could be constantly assessed. It would also require a working arrangement with the radio authorities in order to ensure regular allocation of time.

A radio broadcast of 30 minutes a week is good enough to supplement the correspondence course work. In addition to radio broadcasts, weekend meetings of students and teachers may be arranged at certain centres to enable them to interact and discuss their problems with their tutors.

A correspondence course is a self-directed and independent study requiring a special skill for developing and preparing lessons so that learners are

able to read and understand them with least difficulty. Hence, these courses can be best developed and run by trained personnel in the respective fields.

Adult literacy teachers have a key role to play in the execution of literacy programmes. To be able to discharge their duty effectively they not only need special professional preparation, but also need to up-date their professional knowledge continuously and in this mobile libraries, newsletters and adult education journals can play a very important role.

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large numbers of students throughout the world have benefited tremendously by taking the opportunities for personal and professional advancement offered to them by distance education, Perhaps the question we are addressing should not be "Why distance education ?" but "How can opportunities be further expanded and cost-effectiveness enhanced by the judicious use of distance education techniques in educational systems in general ?"

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Discussion on Education and Training for Citizenship Development

A discusion was held recently at India International Centre, New Delhi on Education and Training for Citizenship Development. Prof. P,N. Srivastava, former Vice-Chancellor, Jawaharlal Nehru University presided. Three papers were presented by Sarvshri J. Veeraraghavan, G.B.K Hooja and R.S. Srivastava. Two papers by Dr. S.K. Maitra and Dr. M.P. Chayya were circulated. The discussants were Shri J.C. Saxena, Hony. General Secretary, Indian Adult Education Association and Shri M.M. Ansari, Director, Research Association of Indian Universities. Shri J.L. Sachdeva, Director, IAEA acted as Rapporteur.

Some of the significant points made in the papers were :

—The present education system needs to be transformed so as to promote social and national integration, which requires a deep sense of the values and obligations of citizenship and a continuous rise in the standard of living of the masses.

—In order to promote economic and social progress and to reap their benefit, there should be keener appreciation of moral and spiritual values among the people and a proper sense of social responsibility among all of us.

—Schools lay the foundation of individual personality and thus citizenship education should be part of curriculum as well as co-curricular activities in the schools.

—Proper teacher training in citizenship education is very essential as citizenship education should be the responsibility of teachers of all subjects and not of social study teacher alone.

At the school level, instead of instruction by the teacher, the emphasis in citizenship development should be for arranging learning situation in such ways that the children, boys and girls, and the youth, learn the basic ingredients of citizenship, conceptually, behaviourally and attitudinally. An atmosphere needs to be provided in a school. where democracy is visible in its functioning, where freedom, voluntary self-restraint, freedom of choice, civilised code of conduct, moral values, equity and social justice, etc., are observable.

Education for citizenship, at this level, should be a joint venture of the teachers and the parents. Therefore, the school must reach out to the homes of the students and the communities among whom they live.

— Although there is today a greater appreciation of the role of values in ensuring progress and development, yet value-education programme cannot be confined to the school system alone. The family, the media, the work place, and the community have a role. Therefore there is a need for comprehensive citizenship education.

— Citizenship education is not entirely value-education ; part of it is spread of knowledge and of the ability to think critically and objectively, and to assess evidence. A professional approach to citizenship education will explore issues of spread of knowledge and information, as well as issues relating to behaviour modification. Training technologies provide us with an array of instruments for achieving these purposes.

— Non-formal education in citizenship should be the area of work of the Citizenship Development Society. Small groups should be organised in rural and urban areas to promote civic consciousness among adults. The programmes should have openness as regards content and method. Effectiveness and quality of programmes should be the main criteria.

— Pilot training centres should be set up to run courses and programmes for upgrading the level of citizenship in various walks of life. Different types of course should be designed for different categories of trainees. There may be one-day or week-end courses and/or residential courses.

— The Citizenship Development Society should set up centre for education and training for those who act as catalyst such as teachers, social workers and those who are engaged in civic, revenue and economic administration at various levels.

— The society should work with electronic and print media to propagate the idea of citizenship education. It should help in the preparation of software for TV and AIR.

— The Society should also produce literature on good citizenship for various stages of education.

In the general discussion that followed many distinguished educationists took part. Prof. M.V. Mathur, former Vice-Chancellor, Rajasthan University, member of Education Commission, Finance Commission and Pay Commission welcomed the reference to the Education Commission and the whole set of recommendations, and suggested pragmatic approach to the question of Citizenship Education. He said, in a mixed economy everything had been mixed up, and added that socio-economic transformation was needed to clear the cob-web, so that through education and training, social and moral values could be inculcated among the people.

As a result of the discussion the following suggestions emerged :

— The idea of neighbourhood school as suggested by Kothari Commission should be tried.

— By developing good citizenship, the management of our economic sector should be improved, so that large-scale unemployment could be reduced and disparities removed to some extent.

— Films, TV, Radio have a great role in developing good citizenship and should be properly utilised for this purpose. Dialogue should be started with film industry so as to produce quality films for developing good citizenship. Books at the school level should be revised to develop Indianness among the students.

— Abridged edition of the Constitution of India should be produced in different languages. The book should include action point for each item mentioned in the Constitution

— The Society should develop posters on good citizenship for distribution in village schools.

— Large number of audio/video cassettes should be produced for helping the students and learners in adult education centres for getting training in good citizenship.

The discussion was organised by the Citizenship Development Society. Mr. Justice E.S. Venkataramiah is the Chairman and Dr. K.B. Lall, I.C.S. (retd.) the President of the Society.

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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 Estate New Delhi-110002

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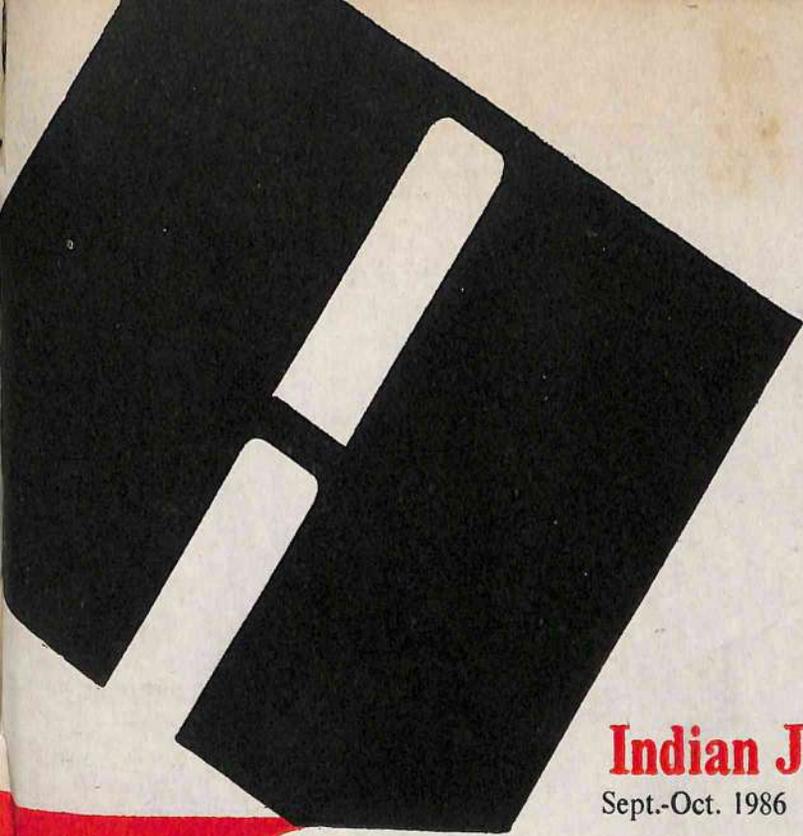Dr. R.C. Nema 'Rajesh'
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ADULT EDUCATION

In This Issue

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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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INDIAN JOURNAL OF ADULT EDUCATION

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Some Thoughts before the Elections

A few weeks after the present issue of this journal is out, the Indian Adult Education Association (IAEA) will have elected its new Office-bearers for a three-year term. In these columns, we are not discussing or commenting on or about the candidates seeking elections. Advocacy of individual candidates or otherwise would be outside the purview of this journal's role and responsibility. We shall however think aloud about the principles that govern the process and practice of elections against the background of the coming elections.

In a democracy whatever the level or kind of institution or organisation, there are certain vital common elements of perceptions and practices that are integral to elections.

These are reflected upon in these coloumns in a candid and critical vein for their possible feed-back value as the IAEA goes to elections.

That all candidates seeking elections in a democracy are exercising their right as members of an organisation is another matter. Respecting each and every candidate and considering his worth each time and in every case dispassionately is an act of serious responsibility. If this is not done it would impair fair elections. Whatever the postures or manner of the candidates seeking elections may be, this needs to be remembered. There are some perennial candidates who lose perennially! There are some who just before the elections seek visibility with zealous animation and yet others who suddenly erupt from nowhere and make obeisance before the voters. There are yet others who regularly stand for elections and get elected almost without fail. To some seeking an office through elections is reward for the services rendered. There are ways and ways of making one's candidacy attractive and meaningful. The voter on his part should weigh every aspect of the candidate with the highest possible objectivity and in the process assure himself that his voting has strengthened the process of democratic elections. He should never mistake style for substance.

Just as the candidate in an election is supreme, the voter is also supreme. In some ways much more so. Just as the voter respects the candidate, the latter must respect the former, not only in the sense of one voter representing one vote but the voter as the repository of essential power in a democracy. This power in its essence represents the ideals of liberty, equality and fraternity—the eternal triad of not only

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democratic verity but also responsibility. Where true democracy is in practice, there are limits to manipulate practices, as has been proved decisively in the recent decades in our national elections.

To the IAEA, all this is old hat. More importantly all this has been part of its inspiring history, but it is good to remind ourselves time and again that the price of liberty is eternal vigilance.

There is another aspect to the elections—a very critical one at this time, when we are at the tail end of half a century of our existence as an Association.

We need to look at the elections not as a victory of some and defeat of others but use the opportunity to give ourselves a set of leaders who can build IAEA on its existing firm foundations—truly better, and more than anything else rise to the challenge of the coming decades, leaders who would blow away dust, gathering cobwebs that have gathered in our minds. New challenges call for new ideas for action, whether they come from young or old does not matter. Leadership that can innovate boldly and imaginatively is the need of the hour.

The challenge today for every organisation is the removal of stark naked poverty and strengthening of human dignity and freedom. Can the IAEA rise to this enormous challenge? Can it join hands with like forces in the country for united action? Let us enter the second half of the century with the hopes and dream of concerned voters under leaders of tested worth and dynamism.

Let not the celebration of 50 year of our existence be in ritual and ceremony, although some of it is necessary. This is the time for new ideology and a new dream, and that is why the elections this time are very important.

Identifying Problems in Developing Women's Literacy Movement

Chitra Naik

Lack of opportunities to work outside the home in skilled jobs, low status, excessively heavy workload, traditional viewpoint supporting 'social invisibility' of women, early marriage and related health and other problems, superstitions, and lack of women instructors, says the author, are some of the constraints posing hindrance in raising the literacy level of Indian women. While the desire to decipher the printed word, she feels, can be generated only if the literacy activity appears to be meaningful in some context or the other in day-to-day personal life, any literacy action directed at women cannot be successful unless the 'social mind' is prepared or conditioned for it.

THE problem of women's literacy has been solved in advanced countries which are industrialised and also in those developing countries that have socialist governments. For instance, USA, UK, USSR, Scandinavia and most of the European countries have solved the problem of illiteracy for men and women both. In the East, Japan has been leading in universal education over the last three decades. China, Burma, Vietnam, Thailand, Korea have literacy percentages above 80, including men and women. Many African countries have made great strides in literacy in recent years. It is mainly the Indian sub-continent that is still backward, with its literacy coverage of women remaining at an extremely low level.

Socio-political Constraints

Lack of opportunities for women, particularly in the poorer sections of society, to work outside the home in skilled jobs has been the main reason for their illiteracy. Uses of literacy for occupational purposes provide the chief motivation for its acquisition. This is absent in the case of Indian women. In the socialist countries, the picture is quite different. Women are not relegated to the home since the philosophy of socia-

ism requires their participation in public affairs, as full citizens. There has always been a conscious attempt in the socialist countries to create opportunities for women to acquire not only literacy but the highest education in any sphere and use it for personal and social benefit. This climate of equality of opportunity and status, motivates the women in those countries not only to acquire learning, but demonstrate its application in various socio-political and economic spheres.

In non-socialist developing countries, the status of women is still quite low. They are expected to carry out several domestic tasks as a matter of priority. In the rural areas in particular, they are required to engage in a variety of agricultural operations or other traditional occupations, in addition to domestic work. In India where nearly 80% women in the rural areas are engaged in agriculture, their drudgery knows no bounds. Traditionally, they are considered less able than men, and are entrusted with unskilled, backbreaking labour whereas skilled activities are expected to be conducted by menfolk. As reported time and again by many researches and programme-evaluations, most of the agricultural extension programmes are directed towards men so that the skill-disparities between men and women get further aggravated. Because of the lack of expectation of skilled work by girls and women, their schooling is neglected by the families. Their consequent illiteracy keeps them out of extension activities which require a fairly good foundation of literacy. Thus, because of their low status, they do not receive education and because of lack of education, they are deprived of skills and jobs which might help raise their status. In addition to this cultural handicap, the variety of domestic responsibilities placed on women's shoulders keep them busy from day-break to late in the night, in practically all seasons of the year, and the small respite necessary for participating in education and training is not available to them. Various studies of the work-cycle of women, particularly in the rural areas, have shown that their work-burdens are excessively heavy. Collecting firewood and cowdung for fuel, making cowdung cakes, fetching water, washing and cleaning, cooking and preserving food, looking after children, caring for the elderly members of the family, nursing the sick, carrying out traditionally allotted work in the family occupation or engaging in various kinds of labour to earn wages for supplementing family income, form the clusters of tasks that consign women to a continuous round of drudgery. This adversely affects not only their physical health and energy but totally blocks the basic motivation essential to make them wish to rise above their oppressive conditions.

Culture of 'Invisibility'

While it is true that poverty and illiteracy go together, in some sections of rural communities even the fairly well-to-do families prevent girls from going to school because of the traditional viewpoint that a respectable woman must not expose herself to outside influences. The sentiment of *khandaan* also prevails strongly and the family wishes to ensure that daughters and wives are protected from the evil intentions of menfolk outside. Many a field-worker has found that it is often easier to organize literacy centres for scheduled caste women and women labourers, than for women from the rural upper stratum. It is very difficult to persuade women from the upper

stratum of farming families to attend even Mahila Mandal meetings, let alone literacy centres. The culture of keeping 'good' women 'invisible' is a serious constraint in women's literacy programmes in some areas.

Early Marriages and Poverty Problems

In most rural communities the practice of marrying off the girls before the age of 16 is still largely prevalent. Even in a progressive state like Maharashtra, girls in rural areas (and even in urban slums) are married between the ages of 12 and 14 years. Naturally, such girls cannot complete primary education even if they have had the good fortune of having a primary school nearby. The extent of non-enrolment of girls is very large, mostly due to the poverty of their parents. Girls begin to earn wages or help their large family where they have to look after several younger siblings. The traditional reluctance to educate girls also has its impact, and whereas a boy may be sent to school, the family retains the girl at home as domestic help. Official enrolment figures at the primary stage rarely present the true overall picture and this is particularly so in the case of girls. The number of girls working for wages has been on the increase. On a survey of the areas where the Indian Institute of Education conducted a non-formal primary education project, it was found that a large number of girls work as labourers on farms, construction sites, and do several other tasks, from age 10 onwards. Their earnings range from about Rs. 4/-to Rs. 12/- per day. Thus, at the minimum, working girl adds Rs. 120/- per month to the family income but in some cases it comes to about Rs. 300/- to 360/- per month. In the extreme poverty situation faced by many rural families, it is impossible for them to forego such substantial income by enrolling their daughters in primary schools. The schemes of 'adoption' of girl-pupils by kind donors can have only a marginal impact. A subsidy of Rs. 25/-per month to the parents as an incentive for sending a girl to school, is so small in comparison to the girl's income that it cannot suffice to counteract the constraints of poverty on girls' education in general. In such conditions, illiteracy which should really be blocked at the primary stage, continues to prevail and grows further.

The custom of early marriage needs serious attention in the context of women's health and literacy. When girls attain early motherhood, it becomes well nigh impossible for them to think of acquiring literacy or any other skill that requires the formality of regular attendance, evaluation, and so on. The major problem in women's literacy in India is, therefore, women's ascribed low status, backbreaking drudgery, the fact that girls are an economic asset to the family when they are out of school and the lack of relationship between literacy and the lower-level, unskilled tasks to which women are relegated.

Health, Superstition and Irrational Beliefs

The constraints of unsatisfactory health and the stranglehold of superstition on rural communities are two most oppressive causes of the educational deprivation of women. Besides early marriage, the general lack of acceptance of the small family norm creates further health problems for women. The acceptance of fewer children is closely connected with the rate of reduction of child mortality. If the rate is high, it is rarely possible to convince women to go in for family planning. Without giving them the full assurance

that the few children born to them would live and grow up well, the small family norm is not likely to be accepted. A strong movement for the reduction of child mortality, improved child-health and maternal health would lead to the acceptance of family planning and thus provide women with the free time essential for acquisition of literacy, occupational skills and cultural education. Superstitions and irrational beliefs are a major constraint in health-matters. These prevent women from accepting new ideas in nutrition, sanitation, child-care and treatment of common ailments. Literacy and new knowledge have hardly any meaning for rural women and their families, influenced as they are by superstitious practices. The literacy movement for women will have to attack these constraints very strongly if success is to be achieved within a reasonable period.

Changing Women's Job-structure

Most women who work at domestic chores or in the unorganized and informal sector, do not have much use for literacy. They can manage with the traditional skill-training they receive through older people and managers. Without occupational change, it would be difficult to motivate women to become literate. If their work calls for a practical use of literacy, they would surely move towards it. The desire to decipher the printed word gets generated only when the literacy activity appears to be meaningful in some context or the other in day-to-day, personal life. Perhaps, the desire for literacy can also be aroused by convincing women that writing of letters to their parents and friends would be necessary and useful in order to continue to communicate with them, especially after marriage. If a daughter-in-law is harassed, she may write a letter to her parents and ask for their help. An older woman might like to receive and read letters from her children who are away for education or work. Besides, if women are encouraged to participate in political activities such as elections to the Gram-Panchayats or the local cooperatives, they might realise the need for literacy. However, this would always require the full support of the local men-folk and the families of the illiterate women.

Scriptures as Motivation

The reading of scriptures is sometimes offered as an incentive for literacy. For instance, the reading of the *Koran*, Buddhist scriptures, Puranas and so on may prove to be a socially and individually accepted incentive for literacy. If used with care, such an incentive may prove useful. However, it may not harmonize with the needs of modernity and secularism. Instead of liberating women from their thraldom to custom, it might increase their mental subjugation to it. It would, therefore, be necessary to ensure that if such material is used, the learners are not further conditioned by the irrational beliefs inherent in religious rituals. If literacy begun in this manner can lead to scientific literacy and a shift towards the understanding and use of science and technology, if ideas of political and social liberation can follow such literacy, then there would be no harm done. But it is not easy to predict that such a shift would be possible.

In thinking about women's literacy and organising literacy programmes for them, therefore, the various constraints inherent in the customary status of Indian women would have to be taken into account.

Finding Instructors

In addition to the constraints mentioned, the lack of women literacy instructors, particularly in the rural areas, may constitute a further constraint. Because of the backwardness of education of girls, there is an extreme shortage of literate women, let alone educated women, in the rural and tribal areas. Inevitably, either outside women workers will have to go into these areas or local men may have to be specially trained for the job. For outsiders, particularly if they are from urban surroundings, it is difficult to understand, and establish rapport with the local community, study the problems of women and design literacy programmes specially adjusted to their needs and circumstances. A very large army of men and women social workers would have to be trained carefully if we wish to eradicate women's illiteracy in the next 14 years. Alongside, the participation of girls in full-time and part-time primary education would have to increase in an authentic and effective manner, particularly through the efforts of local people and voluntary agencies. If this matter is left to Govt. departments as at present, it would be treated bureaucratically and inflated figures of girls' enrolment and attendance would continue to conceal the true conditions of lack of education for girls in the poorer sections of urban, rural and tribal society. Therefore, a vast voluntary effort is necessary both for universalizing primary education in order to block illiteracy and another for removing the illiteracy of women by suitably changing their status as regards health, occupational skills, political participation and social visibility. Such a movement can be conducted through micro-planning for manageable areas to be allotted to voluntary agencies or groups who could find local solutions under the umbrella of an overall policy for women's literacy.

Creation of a Climate and Collaboration

Preparing the social mind for removal of women's illiteracy is a priority task and crucially important for the success of literacy action. The radio, television, newspapers, and folk-media can create widespread awareness and awakening, provided their content is appropriately planned and communicated. Leading women's organizations may have to bring pressure on the organizers of the non-print media in particular, for harmonizing them with India's needs for social change in relation to women. The fundamental instrumentality of a strong literacy movement in achieving national integration and modernization of the Indian society would have to be stressed.

Preparation of appropriate literacy materials and promotional material, and designing soft-ware for the media are basic tasks which have been entrusted to the State Resource Centres for Adult and Non-formal Education at the State level. Greater contact and collaboration of the organizers of women's literacy movement with these agencies would be fruitful in overcoming some of the constraints in the path of women's literacy and education.

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Syllogistic Reasoning : A Cognitive Consequence of Adult Literacy

Haresh C. Mishra
and
Gayatri Sarangi

While the legitimacy of the concern expressed at some indifferent administrator or political leader mistaking 'adult education' for 'adult literacy,' cannot be challenged, it can at the same time not be denied that the objection has an undertone of somewhat irreverntial attitude towards literacy. The same attitude is perhaps expressed more boldly when while recounting the advantages of mass media like TV and radio, the knowledge of literacy skills is dismissed as something dispensable. Is literacy really that insignificant ? 'No', some ardent supporters of literacy may retort, because they strongly feel otherwise or have arguments which can be countered by the advocates of modern media. But we present here the findings of a study which holds that syllogistic reasoning, a higher form of cognitive skill, changes as a result of even elementary literacy training.

LURIA initiated research on syllogistic reasoning as related to literacy during early 1970s. Inspired by Vygotsky's theory of cognitive development that complex intellectual operations are determined by socio-cultural experiences, he seeks to investigate the influence of minimal literacy training on solving verbal-logical problems. The research carried out by Luria (1971) with the peasants of central Asia indicates that relatively low levels of education can influence subjects' mode of responding to verbal-logical problems of the form, "cotton grows where it is hot and humid; in the village it is hot and humid; does cotton grow there or not ?". The performance level of the group with minimal literacy training is significantly higher than that of the illiterates. Luria (1976) argues that the syllogistic reasoning problems represent a system of 'theoretical' thinking and literacy helps adults in this form of thinking at a relatively more abstract level. Exposure to a formal learning experience helps them to develop an approach to treat the syllogistic reasoning problems as self-contained logical units from which inferences can be drawn without relying on any external source of knowledge. On the other hand, illiterates bring in their personal normative knowledge to evaluate the problem contents of the syllogism,

very often disregarding the verbal-logical relations existing within the problem. For example, in response to the problem, "those having wings can fly; if dogs would have wings, would they be able to fly or not ?" Luria observes that most of the illiterates very quickly responded with 'no' whereas majority of the literates responded with 'yes'.

He argues that illiterate peasants do not perceive the major and the minor premises of the syllogism as a set independent of their personal and practical experience. Their knowledge that a dog does not fly becomes uppermost in their mind to produce the negative response. Hence, Luria labelled their reasoning process as functional. In contrast, those peasants who have had even a crash course of adult literacy are able to dissociate reasoning from their experiences. They attend to the structural characteristic of the premises, and do not call into play their knowledge about 'a dog flying' as they are able to decontexualize their personal experiences while drawing logical inferences. Subsequently, quite a number of studies demonstrated a positive influence of preliminary literacy in the performance of tasks involving syllogistic reasoning (Cole Gay, Glick and Sharp, 1971; Fobin, 1979; Luria, 1976; Scribner, 1975; Sharp, Cole and Lave, 1979).

Falmne (1975) gave another line of explanation. He said that in solving syllogisms, the subject encodes the linguistic information of the problem into a mental representation which is then followed by an attempt to draw inferences from these representations. Experience with a formalized linguistic system helps the adults to make an adequate representation of the relationship of the premises in the problem which results in a logical response. Unlike illiterates, literates give justification for their answers with reference to the information contained in the problem. Scribner (1976) terms their answers 'theoretic' as opposed to the 'empiric' responses which are based on information external to the problem, and in most cases dictated by adults' past experiences.

Evans (1972) reported that for a correct solution, the encoding of linguistic information involves an internalization of the fact that the premises belong together and are not independent of each other. A number of other cross-cultural researches analysing the verbal-logical processes of illiterates have subscribed their poor verbal-logical performance to their inability to encode the linguistic information of the premises out of the context of their personal experience (Cole et. al., 1971; Luria, 1976; Scribner, 1977; Sharp et. al., 1979). The consistency of the findings related to performance on the syllogistic reasoning test is impressive. However, the basis for the performance superiority of the literate adults is by no means clear. Following Luria's research and Vygotsky's theory of mental processes, it appears reasonable to believe that there would be a large amount of variation in syllogistic performance of people from different cultural backgrounds, as different cultures provide different conditions of social and practical activity to its individual members. The striking similarity in both qualitative and quantitative results obtained with respect to illiterate people across different cultures suggests that it is not the specific cultural experiences *per se*, but the exposure to the formal educational experience, which is crucial for solving verbal logical problems.

In the light of all these investigations, the present study attempts to empirically find out the effect of Adult Education Programme on the participants' performance in syllogistic reasoning tasks. Such effects have already been demonstrated in several cultures in the world. But it would be interesting to prove it in the case of Indian adults who share a unique socio-cultural experience of unity in many diversities. Hence, the utility of this study lies in its cross-cultural replication and also in the evaluation of adult education programme in the Indian context.

Sample

The sample comprised 120 tribal adults, 60 each from literate and illiterate groups. All subjects were male with an average age of 22.5 years (SD=3.2) for literates and 23.2 years (SD=2.8) for illiterates. They all belonged to different villages of Khajuripada block in the Phulbani district of Orissa. All were landless farm labourers with an annual family income of Rs. 2,000/- or less. The adult literates were randomly selected from among the people who had participated in the adult literacy programme for at least 6 months. Illiterates were randomly chosen from among the general population. All the 120 subjects had very similar socio-economic and cultural background.

Description of the Test

The test of syllogistic reasoning, similar to those used by Bickerseth (1979), Fobin (1979), Luria (1971) and Sharp et. al., (1979) consisted of 16 items, two syllogisms from each of the following eight categories : (1) familiar, (2) unfamiliar, (3) contrary to experience, (4) artificial, (5) conjunctive, (6) disjunctive, (7) implicative, and (8) classical. The

classification of these items was based on the characterstics of the premises in the problem (i.e. true vs. false, real vs. hypothetical, pro vs. contrary to experience, and familiar vs. unfamiliar to experience of the subjects), and the relationship between the premises in the problem (i.e. conjunctive, disjunctive, implicative, or) deductive). The test items in each category are reported in the Appendix. All the subjects were tested individually in an informal interview type situation. They were also asked to give justification for their answers. A correct answer with an appropriate justification was given a score of 1. The total score for each subject was obtained by adding the subjects' score in the items of the test.

Procedure

The test was administered individually during early morning and evening hours so as not to disturb the subjects' daily work. Testing was carried out at the villages of the subjects. For each subject the testing time was 15 to 20 minutes.

Results and Discussion

The results show that the adult literates have a mean score of 10.82 with SD = 1.70, and the illiterates have a mean score of 9.73 and SD = 3.51. A 't' ratio is computed to test the significance of difference between the two means. The observed 't' value is 2.79 and is significant at P $<$ .01.

It is evident from the results that the adult literates possess a better ability in solving verbal logical problems and hence, the findings of Cole et. al., Fobin, Luria, Scribner and Sharp et. al. are supported in Indian cultural setting. An interesting outcome of this study is the significant difference between the

SDs of both the groups. Such a difference is meaningful in this context. It may be argued that literacy training helps the subjects to be more attentive to the structural characterstics of the premises overcoming the influences of their personal experience. Thus, their responses become more congruent resulting in a low standard deviation. On the contrary, the responses of illiterates, guided by a variety of personal experiences, manifest wide variations.

In short, it may be said that syllogistic reasoning, a higher form of cognitive skill, changes as a result of even elementary literacy training. It may also be noted that literacy brings about homogeneity among people in the process of developing reasoning. The present study bears a promise that the Adult Literacy Programme in India cannot be a waste as it brings about improvement in the cognitive skills of the participants.

APPENDIX

Syllogistic Reasoning Test

Types of syllogisms		Items
Familiar	1.	Sugar cane grows in hot countries. India is a hot country. Does sugar cane grow there or not ?
	2.	If it is hot, rivers dry up. It was hot last summer. Did the rivers dry up or not ?
Unfamiliar	3.	Wherever it snows, the colour of the bears is white. It snows a lot in Canada. What is the colour of the bears there ?
	4.	If the weather gets very cold, rivers turn to ice. In Canada, it was very cold last year. Did the rivers turn to ice or not ?
Artificial	5.	Those having wings can fly. If dogs would have wings. Would they be able to fly or not ?
	6.	Those having legs can walk, If trees would have legs, would they be able to walk or not ?
Contrary to experience	7.	If the horse is well fed, it cannot work well. Ram Babu's horse is well fed today. Can it work well today or not ?
	8.	Rice grows well when it is very hot. Next year, it will not be very hot Will rice grow well next year or not ?
Conjunctive	9.	A dog and a horse always move together. The horse is moving in the jungle now. What is the dog doing?
	10.	Hari and Rama always do things together. Hari is eating now. What is Rama doing ?

Disjunctive	11.	If Rama plays or Gopal plays, their father gets angry. Today, Rama is playing, but Gopal is not playing. Do you think, their father is angry ?
	12.	If Jadu or Madhu go to see an opera, I go to see an opera. Today, Jadu will go, but Madhu will not go. Do you think, I will go to see an opera ?
Implicative	13.	So that Rama Babu might be able to carry rice from his village to the nearest town, he needs a cart and some bags. He had the bags, but does not have the cart. Can he carry his rice or not ?
	14.	So that I might be able to grow cotton, I need a high land, and weather needs to get hot, I have a piece of high land, but the weather is not hot this year. Can I grow cotton this year or not ?
Classical	15.	All men are mortal. All kings are men. Kings are mortal or not ?
	16.	All animals drink. Camels are animals. Do camels drink or not ?

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How Thai Village Women Became Adult Educators

Suzanne Kindervatter

The fact that many countries of the world have achieved the goal of literacy is a reason enough for us to believe that we too can achieve it—faith in this argument is the need of the hour for us, the Indians.

A Thai experience wherein barely literate Thai rural women were prepared to motivate and organise village women for social and economic change, is being reproduced here with the hope that our adult educators working in rural areas towards a similar goal would be inspired to work with greater faith and renewed strength to establish the truth of the above argument.

CONVENIENT access to water. Land ownership. High-yielding crops. These were the promises and dreams villagers in Northeast Thailand carried when forced to move from their communities to make way for a large governmental dam project. Instead: no piped water; arid, infertile land that grew little more than animal feed; work as labourers, since the new plots of land often were not worth farming. Fifteen years after their resettlement, this is the reality the villagers actually faced. The plight of these villagers stimulated an adult education training program whereby minimally literate Thai rural women were prepared to motivate and organize village women to develop their communities ('social change') and improve their income-generating skills ('technical competence').

The Training Challenge

The context for this case is one of the poorest parts of Northeast Thailand. In the late 1970s, the government established a rural training centre to improve the agricultural productivity and standard of living of villagers. The centre adopted an innovative, community-based approach, emphasizing the training of 'village trainers' to organize and lead community learning groups. Mobile teams and ex-

tension agents were expected to support villager trainers and their groups. As one of its programs, the centre collaborated with the Overseas Education Fund International (a USA-based private voluntary organization specializing in women in development) to develop a pilot nonformal program for village women. Previously, the centre had focused on traditional skills, such as sewing. This experimental program aimed to enhance women's participation in economic and social development.

Several factors shaped the design of the program. *First*, the three centre trainers, who would help village women serve as learning group facilitators, had no previous experience in adult education, other than teaching sewing and giving lectures on health practices. The university education, had emphasized rote learning rather than creative or analytical thinking. *Second*, the resources were minimal. Little time was available for training. Though the centre was committed to the program, it was hesitant to invest too much, particularly in a program aimed at women. *Third*, the village women who would be trained as facilitators had minimal reading and writing skills. Therefore, the learning materials would need to be simple and 'in-service' support had to be provided. *Fourth*, the needs of the village women who would participate in learning groups had to be considered. They had little time to spare. Most worked a 'double day', having major responsibilities in the fields and at home. Also, the village women, as well as the men, had little faith in the potential for change. Fifteen years of disappointment had followed their move from the dam site. Moreover, their own cultural values had dampened their motivation for taking part in government programs.

Taking all these factors into account, the non-formal education program was built on a simple handbook of learning activities. Activities were organized into a series of 18 structured, but open-ended, learning group meetings.

Each meeting focused on a topic that had been identified as important to the women's lives (e.g. 'women and work', 'family finances'.) Participatory methods used enabled the women to define their concerns in each topical area. Each meeting included a simple set of 'steps' for facilitators to follow. Materials used did not require literacy. Some of the aids used were posters, problem stories, role plays, local field trips, photographs, drawings and cassette tapes.

Once the materials had been developed, came the challenge of training the centre trainers and learning group facilitators how to use them. The training challenge was two-tiered. On the top were three full-time government trainers. The lower tier comprised 20 part-time village women who acted as facilitators for ten village-level learning groups, organized for community development and income generation. The following sections describe the training of the centre trainers and learning group facilitators.

Training the Trainers

For the three centre trainers assigned to the program, education meant lectures. The idea that village women could discuss their situations, find needed information, and act collectively was a new and rather suspicious concept for the trainers. From the outset, training the centre trainers demanded attention to both attitude and skills. At the request of the centre, OEF International provided the training for the trainers, carried out by

the author of this case, who was able to work in Thai. The three trainers were women in their twenties; only one was native to the Northeast and spoke the local dialect. One had experience in traditional home economics education, the second was a midwife, and the third had some experience in community development and was initially more receptive to the essence of participatory adult education techniques, even though her previous work had been fairly 'top-down'.

'Learning by doing' was the guiding principle, an approach particularly suited to the situation. Only three days were available to prepare trainers for training the learning group facilitators. Also, since the trainers had shown some initial hesitancy about the program and its approach, using the materials—rather than discussing the benefits of adult education—seemed the best way to demonstrate their value.

The three-day training consisted of a 'walk-through' and rehearsal of activities in the handbook. Over the three days, for each learning group meeting on the handbook, the trainers and OEF advisor read silently the 'purpose', 'steps', and 'discussion guidelines' for the meeting's activities. Next, they discussed unclear points. Then, one member of the group became the 'trainer' and conducted an abbreviated version of the meetings. For the first few meetings, the OEF advisor was leader, then the Thai staff took turns. Although this process took time, it enabled the staff to practice using the handbook guidelines and learning materials.

At first, the trainers were discouraged. They were frustrated by not being able to understand quickly the steps associated with some activities and were confused

about the purpose of others. They also worried that the handbook might be too difficult for the village women. A meeting was held with the director of the centre who summed up the program by saying, 'We have given the village hammers and saws, technical skills in agriculture and other areas. This program is like a rope. It helps them work together and put their skills to productive use.'

The remaining 'rehearsals' went smoothly. As the trainers became more accustomed to activities and techniques, the time needed for each meeting decreased. On the first day, the staff had required a whole day to run through seven sessions; by the third day, they needed only an afternoon to complete the same number. The approach summarized in the next section served to reinforce further the trainers' new skills in adult education.

Training the Facilitators

The training of the 20 village women included both 'pre service' and 'in-service' components. Facilitators were selected through a lengthy process of village visits and interviews. They could be any age but had to have some reading and writing skills and a demonstrated interest in village development activities. Women known or recommended to the trainers were interviewed and allowed to 'self-select' for the pilot project. Facilitators ranged in age from 18 to 50 years. All but two stayed with the project throughout its duration.

The facilitators were trained at the centre during a nine-day course. Each evening, the women returned to their homes and received a small stipend for transportation. The women participated in all the learning activities they would later conduct in their villages. Centre trainers led the activities during the first

half of the course. Ten teams of facilitators each conducted one session in the second half. The program included all the planned learning group meetings, but differed from the projected village program in an important way. In the villages, the groups were to meet weekly over a six-month period and have time to implement plans. Since the training was a compressed version of the real program, it did not provide this opportunity.

By the end of the first day, the women seemed to realize that the program was geared to their needs, and the trainers sensed that the women were more active and vocal than in other settings. Later in the week, one of the centre's cooks (a village woman, like the facilitators) said that a trainee had told her, *'This is the first time that anyone has really listened to my ideas.'* When pairs of facilitators led sessions during the second half of the program, their skill surprised even the staff trainers. The women did not follow the handbook exactly, but they involved their sister villagers and promoted discussion. The centre trainers had successfully served as role models.

The two-week training gave the facilitators basic skills needed for the program. Once the village learning group meetings began, the centre trainers held weekly review meetings with the facilitators. This combination of structured pre-service training and in-service support worked well. Over the following year, 20 groups of village women met regularly, and successfully began new income-generation and village development activities.

Issues for Other Training Programs

The following are a few key lessons from the Thai program that other trainers and planners might consider.

—Individuals steeped in the traditions of formal education are not at first receptive to adult education approaches. This resistance usually recedes as they use the approaches themselves and witness the results.

— Some techniques proved ineffective with the Northeastern Thai women. In particular, learning activities that were a lot of fun or required considerable generalization from a learning game to real life, did not work. It is important to recognize cultural variables when developing a training program.

—The challenge in the Thai program was to train minimally literate village women as adult educators. The in-service support provided by the centre trainers was fairly extensive and may not be available in other settings. However, compare the cost of both the pre-and in-service facilitator training with the cost of preparing 'professional' community development workers or extension agents. The issue is not really that of cost-effectiveness, but of how resources are allocated for Third World development. ●●●

For the past several months the draft National Policy on Education, 1986 has been under discussion in every possible forum. Following this, a 'Programme of Action' has been formulated.

We are reproducing in the following pages, the chapter on 'Adult Education' from the above document with the avowed purpose of bringing it to the attention of all the readers of this journal.

We consider reading of this chapter a *must* for every adult educator.

In reproducing the chapter we have a very important purpose in mind. We want our columns to be the forum for debate on the chapter by all the readers of the journal and others interested in adult education and development.

We want the debate to be candid, perceptive and helpful. We want the special interest, background, strength, experience and understanding of each participant to be reflected in the debate. No single organisation in the entire country has the experience, understanding and accumulated wisdom on and about adult education as that of the Indian Adult Education Association. Here is an opportunity provided to its members to participate in the debate.

We have decided on three ways of participation for the readers.

One

Respond in 500 to 800 words on any aspect of the chapter which you consider important.

(a) one may review the chapter in a broad historical framework and assess its place in the planning and development process of the country.

AN INVITATION TO A DEBATE

Open to

— Field Workers

— Teachers/Trainers

— Programme Managers

— Researchers

— Policy makers

In fact every reader of the IJAE and others interested in Adult Education.

(b) one may subject the chapter as a whole to critical assessment for its policy value and practical relevance focusing on strengths and lacunae

(c) Take any aspect of the chapter (on adult education) and react to it or base your thoughts on it. For instance :

    (i) reorganization of the existing programme

    (ii) training and manpower development, together or separately

    (iii) mass functional literacy

    (iv) use of organized sector/sectoral approach, special institutions or groups—youth, women, etc.

    (v) innovations in method and approach

    (vi) continuing education

    (vii) management problems

    (viii) evaluation and monitoring or

    (ix) any aspect that the reader considers important.

(b) methods and strategies of promoting adult non-formal education— past experience and future challenges (lessons for the 7th Five Year Plan.

The above are only indicative.

The responses sent by the readers/respondents will not be reproduced in the columns. However, each of them without exception will be carefully analysed for its feedback value for preparing a review paper reflecting the considered view of the respondents (readers). It will be a kind of collective reflection on adult education by the readers themselves with implications for the implementation of adult education programme during the Seventh Five Year Plan.

Two

Full length articles are invited from the readers on any of the above subjects or any theme based on or about the chapter. Not more than six will be published. *The Editor's Selection* will be final.

The articles will be selected for their over all excellence including their stimulating effect on the debate.

Three

Between 4 to 6 articles would be invited from selected authors on special subjects. These would be policy oriented and relate to the NPE policy and planned development.

Responses from readers should be sent in duplicate by **December 1, 1986.** Readers/respondents are strongly urged to stick to the given date.

If any reader has suggestions about making the debate more effective, they may write to the Editor latest by November 14, 1986.

National Education Policy- 1986

PROGRAMME OF ACTION
Adult Education

The Present Situation

1 Spread of literacy has been an important programme since independence. Between 1951 and 1981 the percentage of literacy improved from 16.67 per cent to 36.27 per cent. However, in absolute numbers illiterate persons have increased during this period from 300 million to

437 million. Women comprise 57 per cent of the illiterate population and the situation among SC/ST is particularly bad. Adult literacy received special attention during the last ten years— administrative and technical resource structures have been established and voluntary agencies involved in large numbers. However, the situation is characterised by low levels of literacy among persons treated as literate, widespread disuse of literacy skills, often resulting in relapse into illiteracy, scanty opportunities for continuing education and access to information. Science, technology and modern research have not been applied to literacy programmes and the youth, workers and the masses have remained uninvolved in it.

The Policy, Targets and Implications for Strategy

2 National Policy of Education envisages that adult education would be a means for reducing economic, social and gender disparities. The principal aim of the new National Programme of Adult Education (NPAE) is to provide education including literacy, to the population in 15-35 age-group, which numbers about 100 million. Previous experience has brought out that programmes of literacy can become meaningful only when they come along with a package comprising practical information and skills relevant to day-to-day needs of learners. NPAE would, therefore, inter alia, lay emphasis on skill development, and creation of awareness among the learners of the national goals, of development programmes, and for liberation from oppression. NPAE would be a phased time-bound programme, covering approximately 40 million by 1990 and another 60 million by 1995.

3 The main features of the implementation strategy will consist of the following :

(a) Reorganisation of the existing programmes, to introduce flexibility and other measures for greater effectiveness.

(b) Application of science & technology, and pedagogical research for improving the pace and environment of learning.

(c) Establishing linkage between adult education and the developmental programmes.

(d) Launching of mass functional literacy programme.

(e) A multi-dimensional programme of continuing education as the instrument for moving towards a learning society.

(f) Creation of dynamic management structures to cope with the targets envisaged.

(g) A distinct slant in favour of women's equality, and taking of all measures in pursuance of this resolve.

Creation of Environment—A Pre-requisite for Eradication of Illiteracy

4 The past programmes had suffered due to excessive dependence on administrative structures, and lack of involvement of the mass organisations, media and the education institutions. It is proposed to correct the imbalance by taking the following measures :

(a) Active cooperation will be sought from political parties and the mass organisations of workers, peasants, women, youth and students.

(b) Effective support will be provided through the mass media.

(c) All development departments will be expected to utilise the adult education programme for the furtherance of their objectives.

(d) The entire educational system will commit itself to this cause.

(d) The district, tehsil and thana level administrative machinery will be involved in NPAE to ensure their support for awareness-oriented adult education programmes.

Reorganisation of the Existing Programmes

5   The main programme at present is the Rural Functional Literacy Projects (RFLP). In terms of the financial pattern and programme parameters, RFLP has influenced the State Adult Education Programmes (SAEP) as well as the programme of assistance to voluntary agencies. RFLP and SAEPs will be strengthened by (i) introduction of flexibility in the project structure; (ii) greater use of spoken language of the learners (including the languages spoken by the tribal people); (iii) emphasis on training of functionaries ; (iv) decentralisation of the supervisory system ; (v) increase in the number of women instructors, even by adjusting the minimum qualifications and making arrangements for their continuing education ; (vi) continuity regarding duration of the projects ; (vii) appilcation of science and technology for improvement in the environment of the learning centres, greater use of educational technology and research in pedagogy in literacy instructions ; and (viii) a direct and continuing linkage

between initial literacy instruction and post-literacy and continuing education.

6   The involvement of voluntary agencies and social activist groups will be enhanced by creating a relationship of partnership improving the system of initial selection, assurance regarding continuity, simplification of procedures and ensuring that such agencies are able to take up programmes of their choice provided that they are in conformity with the NPE objectives.

7   The existing programmes of workers education would be reviewed and brought in conformity with the Policy directives. The Shramik Vidyapeeths will pay greater attention to rural workers, women workers, child labour and to increase in workers' productivity. The Central Board of Workers Education will take up effective programmes of literacy and workers education. There will be much greater involvement of trade unions, and they will be encouraged to take up larger programmes.

Adult Education and Development Programmes

8   Adult education is both a process through which effective delivery mechanisms are created for the deprived sections of society, and a forum through which such sections secure information and understading regarding the processes of development. Hence it is of importance that effective linkage is established between adult education and development programmes. Some of the ways in which this will be done are as follows :

(a) Special literacy primers and other reading material will be developed for the beneficiaries of IRDP and NREP to enable them to understand their right and responsibilities.

(b) Efficacy of ICDS has suffered due to discontinuance of the component of functional literacy of adult women. This programme will be restarted in the form of Functional Literacy of Women (FLOW) which would be an integrated part of ICDS.

(c) The various programmes for development of SC/ST and other educationally backward sections will include a component of literacy and adult education wherever possible.

(d) Programmes of labour welfare will give special attention to literacy and adult education. Employers will be required, if necessary by law, to organise literacy and skill development programmes for all their employees. Welfare Funds for various categories of workers will be used for running literacy and adult education programmes and due attention given in the various schemes for unorganised workers.

(e) Literacy and adult education will also form an important part of the various programmes of women's development.

(f) Starting with 50 NYKs in 1986-87, all Nehru Yuva Kendras will take up in their district one project of 100 functional literacy centres in one block each.

Mass Functional Literacy Programme

9 NPE places complete faith in country's youth, teachers and workers and peasants. In conformity with that spirit, it is intended to give a marked slant to NPAF from the present intensive selective activity on a limited scale to a mass programme. Its main features would be as follows :

(a) Literacy work would be taken up by a large number of students as "study service" - viz., specific projects taken up as a part of work experience and social/national service, which would be reflected in the students' final result sheets.

(b) Substantial institutional incentive will be provided to universities, colleges, higher secondary/secondary schools for eradication of illiteracy in a well-defined area.

(c) Trade unions, Panchayati Raj agencies and other representative organisations of people will be encouraged to voluntarily take up functional literacy programme for which literacy kits and some organisational expenses would be provided to them.

(d) Encouraging individuals to look upon literacy work as a personal commitment and voluntary service, particularly by women among women and involvement of voluntary agencies for this purpose.

Continuing Education

10 Continuing education is an indispensable aspect of the strategy of human resource development and of the goal of creation of a learning society. Continuing education includes post-literacy for neo-literates and school drop-outs—for retention of literacy skills, continuation of learning beyond elementary literacy, and application of this learning for improving their living conditions' But

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continuing education goes beyond post-literacy and its instrumentalities include the following :

(1) Establishment of Jana Shikshan Nilayams (JSN) for clusters of villages, the total population of which may be about 5000. JSNs to be integrated with the programmes of adult education and non-formal education, will be housed in the school building, Panchayat Ghar, etc., and provide facilities of library, reading room, Charcha Mandal, cultural activities and may also include a community TV set.

(2) Employers, trade-unions and the concerned agencies of Government will organise systematic programmes of workers' education for improving their educational standards and upgradation of their skills with a view to improving productivity, workers' wages and their well-being.

(3) All post-secondary education institutions—including universities, colleges and polytechnics-will be expected to give to extension work the same importance as they do to instruction. Extension programmes would include mass education as well as systematic courses of continuing education for the work force and the professionals. Distance learning techniques will be widely used for this purpose.

(4) Programmes of book promotion will be taken up on the lines indicated in the Policy. Libraries and reading rooms in educational institutions will be opened to the public in the evenings and necessary additional grants provided to them for this purpose. Voluntary efforts for establishment of reading rooms and libraries will be encouraged.

(5) As spelt out in the section of Media and Education Technology, radio, TV and films will be encouraged to subserve the objectives of education and recreation.

(6) Non-formal programmes of vocational and technical education, based on the needs and interests of learners, will be organised on a large scale, ensuring that women participate in such programmes with men. The existing arrangements provided under schemes such as TRYSEM, Krishi Vigyan Kendras, Farmers' Training Centres, etc., would be supplemented by part-time courses organised by educational and technical institutions.

Technical Resource System

11 The technical and pedagogic resource support for NPAE will have to be greatly strengthened. The emphasis would be on decentralisation and employment of educational technology for quality improvement. The following specific measures will be taken :

(a) Greatest attention would be paid to preparation of good learning materials, teachers' guides, and to training. For this, as well as for production of learning materials for post-literacy and continuing education latest technologies of printing and communication will be employed. The

national level organisation for this purpose will be reviewed and suitably reorganised.

(b) The work of each State Resource Centre will be reviewed. Those not functioning satisfactorily will be improved, and if necessary, shifted under the auspices of some other organisation. Much more provision will be made for improvement of infrastructure and staff in SRCs.

(c) District Resource Units (DRU) for adult education and non-formal education will form an integral part of DIETs. In coop eration with other staff of DIET, as well as other resource persons available in the district, the DRUs will take responsibility for initial and continuing education of the field level functionaries. They will also design and oversee the methods employed in evaluation of learners.

Technology Mission of Eradication of Illiteracy

12 Eradication of Illiteracy will be launched as a Technical and Societal Mission. Such a Mission approach presupposes that we are at the threshold of momentous scientific, technological and pedagogic changes, which may, besides augmenting the range of the communication system, make the process of acquiring literacy quicker and easier. In pursuance of the Mission, effort will be made to (i) improve the physical environment, power supply and the illumination etc. of the Adult Education Centres ; (ii) facilitate and expedite preparation, printing, distribution of topical and relevant learning materials and learning aids on a decentralised basis ; (iii) enrich the process of learning with audio-visual materials by enlarging the range of Television and Radio broadcasts and also by developing cheaper and sturdier equipment ; (iv) reduce the time-lag between pedagogic research and the assimilation of its results in the teaching-learning processes ; and (v) create interactive environment between the electronic teaching devices and the learners.

Management of NPAE

13 The objectives of the management system of NPAE is to ensure effective delivery of the learning inputs to the intended beneficiaries of the programme in the most effective manner, in accordance with the strategies spelt out at paragraph 2 and thereafter. For this purpose the main considerations in determining the management system will be (i) the guiding considerations for planning and management spelt out in NPE ; (ii) need for the centralised policy framework and direction with decentralisation of the planning and implementation process and functional autonomy ; (iii) establishment of effective linkage between development agencies and NPAE ; (iv) securing the commitment of political parties, mass organisations, educational institutions, voluntary agencies, etc.; (v) delineation of responsibility to enforce operational accountability ; and (vi) ensuring the effective participation of functionaries of NPAE, the intended beneficiaries and the community in planning and day-to-day implementation of the programme at the grass-roots level.

14 Project approach : The critical level inthe management of NPAE is theproject level. A project may be defined as the administratively viable and functionally autonomous field agency with complete responsibility for eradication of illiteracy

and the organisation of continuing education programmes in a compact area. The project will function on the advice of a committee in which representatives of the functionaries, local community, people's organisations and officials of the concerned development departments would be represented. The management functions at the project level would comprise (i) planning of the programme ; (ii) selection and training of supervisors and instructors ; (iii) ensuring coordination and cooperation with the various developmental agencies and mass organisations ; (iv) provision of supplies and materials ; (v) ensuring that the programme is run in accordance with the overall objectives ; and (vi) effective evaluation and monitoring.

15 The operational unit of adult education would continue to be the Adult Education Centre (AEC) organised at the village or *mohalla* level. The AEC Organiser is envisaged as an activist worker who would run the AEC for organisation of programme as spelt out in paragraph 2. A cluster of 8 to 10 AECs will be overseen by a supervisor who will be selected from the local area, preferably an experienced and successful AEC Organiser. The functions of a supervisor will include organisation of post-literacy and continuing education activities through a Jana Shikshan Nilayam.

16 All existing Adult Education Projects will be reviewed and reorganised. The basic features and financial norms of all projects, whether funded by the Central Government or the State Government, or the State Government, and run through a governmental agency or a voluntary agency, would be similar, permitting within a range, flexibility and variation to increase effectiveness and to promote innovation.

17 Planning at the district level : Detailed planning at the district level for illiteracy eradication would be the responsibility of the District Boards of Education (DBE). Technical assistance would be provided to DBE by the District Resource Units referred to at paragraph 11. DEB will undertake :

— spatial allocation of responsibility among the various agencies implementing the programme ;

— provide overall guidance to DRUs ;

— coordinate the Mass Programme referred to at paragraph 9 ;

— guide and coordinate the adult education programmes undertaken by the employers, etc.

18 The State and the National Level : At the State as well as National level there will be a commission headed by the Chief Minister and the Minister of Human Resource Development respectively. Its membership would include senior level political leaders of the main national parties. These will be autonomous bodies and will have responsibility for planning and implementation of NPAE. Their responsibilities will include :

— planning and budgeting for the programme ;

— creation of multi-level structures for development of materials and for training of functionaries ;

— evaluation, monitoring, concurrent review and research ;

— continuing education programmes;

— provision of media support ; and

— linkages with other development departments.

New International Order of Education for More Meaningful World Development

S. C. Dutta

Education, believes Ettore Gelpi, Head of the Life-long Education Unit at Unesco, "can contribute to peaceful and just international relations and to a more meaningful world development." In this review article based on Gelpi's book Lifelong Education and International Relations *the author discusses his philosophy of life-long education, giving details of the tasks envisaged by him for the realisation of the above goal.*

Our age is the age of International Orders. We have had pleas for New International Economic Order, and New International Information Order. Now, we have Ettore Gelpi, in his book,* urging promotion of New International Order of Education. It is his belief that this can be an instrument which "can contribute to peaceful and just international relations and to a more meaningful world development".

Education is disruptive, it is an instrument of social change, to achieve social justice. But in reality, the planners, the administrators and even the educationists have developed educational systems which help in maintaining the *status quo* and supporting the vested interest. Therefore, Gelpi says that he is "fighting for a non-dogmatic education that enables people to think by themselves and for themselves about the world around them and their roles within the communities in which they live, love and struggle". He asserts

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that Education should "develop the creativity of children, youth and adults, and, at the same time, empower them to act upon and transform their world". He is in favour of a system of education which "allows a full use of human resources, that contributes to meeting individual and collective human needs, reinforces mutual understanding and solidarity".

Although the book concerns itself with the relations between economics, culture and education at the international level, it deals with life-long education in all its multi-facet forms and content. According to the author, "Life-long education is at once concept, a policy, a practice, a process, a goal and an ideal". He states, "It is an education that can develop anywhere: that occurs both within and outside institutions; that it is both formal and non-formal, initial and continuing".

Education for Complexity

Referring to the population explosion in a number of countries, to the emergence of different forms of life styles in different countries and different social classes, and to the rapid growth of one-way communication, Gelpi says that the society "faces the challenge of educating for complexity. Confronted by this complexity all education may perhaps be transformed into lifelong education, and a new order to education may appear necessary, involving the whole of the population, and making a positive discrimination in favour of particular social groups, ethnic minorities and the most underprivileged populations and countries".

Clarifying the concept and aim of lifelong education, the author envisages the following tasks:

"(a) The involvement of the widest possible representation of the people in the management of educational systems with open access to all the necessary information in order to perform the function effectively. The widest possible education of the entire population with the opportunity for them to acquire information about the most complex tasks of contemporary societies regarding production, social and cultural life.

"(b) The realisation of educational reforms centred on new relationships between the social system, the production system, and social and cultural movements.

"(c) The experimentation and development of educational structures capable of satisfying the demands both of particular publics and of the whole of the population, and capable of being a meeting place between traditional and modern education, formal and non-formal education, institutional education and self-directed learning.

"(d) The utilisation of 'space' in, for example, educational institutions, workplaces, daily social life, and time and leisure, to encourage individual and collective self-directed learning and creation of new knowledge and understanding.

"(e) The association of creative workers in different aspects of educational activity, from the perfection of educational methods and contents to their diffusion by means of mass media and teaching.

"(f) Initial and continuing education of educators in liaison with research, creative and productive activities.

"(g) The definition of methods and contents aiming at individual and collective fulfilment; full intellectual, manual,

sensory, aesthetic, linguistic expression: psychological self and interpersonal equilibrium; identification with living, creative culture.

"(h) Establishment of schemes for the evaluation (chiefly educational) of knowledge acquisition, with more attention to the development of individuals and societies than to the mere internal coherence of educational institutions".

Summing up, the authors says, "Lifelong education means making full use of a society's human resources. It is an education which meets individual and collective aspirations and needs and whose end is action. It is in the search for this full use of human resources that education stands revealed as the sensitive nerve point in the relations between the social classes, between 'central' and 'peripheral' countries and between individuals fighting for individual collective human rights against the forces of repression".

Broadened Concept of Education

Emphasising the need for broadening the concept of education, for the transformation of productive and social systems, the author calls for a review of the entire educational process, including youth and adult worker education. The old concept of worker education being the education of the employed workers of industrial societies is no longer valid. Today the term workers means the youth and adults working in the primary, secondary, tertiary, quaternary (research and development) sectors of production. Worker education includes initial & further training, formal and non-formal education, Union training, general education, education for leisure and education to keep pace with the changes in the productive system, for workers

must be "master of the processes of change and influence its outcome".

In the new economic order, the rights of workers to migrate and to circulate freely will be recognised. "Geographic mobility implies that there are new educational needs to cope not only with new technologies but also with new cultural environment", and Gelpi adds, "Education for migrant workers is but one dimension of an issue that extends beyond literacy training and educational assistance both for the workers and for their families. Within this larger framework, education can play one of several roles. The central question is : which shall it be, education to reinforce relationships of dependence in the countries of origin or of reception education? This new world order would be one in which migrant workers would not only be among the beneficiaries but to which would also make a full contribution".

Task for Adult Educators

Dealing with many gaps between theory and practice of education, inertia of the educational system to reform itself according to the changing needs of the society, community or individuals, Gelpi calls for a wider conceptual framework for Education Research and practice, and advises adult educators to think anew about research in adult education and training of adult educators. He says, "There is an increasing gap between researchers, administrators, decision-makers and practitioners in the areas of adult education and cultural action; the results of research and new and original projects are not related to ongoing educational and cultural practices. *New ways of thinking about research in adult education, as well as in the training of adult educators are needed;*

research into the organisation of the state, the economic anthropology of working life, of contemporary economic problems such as inflation, the balance of economic development in the north and the south, unemployment, etc. can be a fundamental part of the training of adult educators. Very often, however, their training programmes do not touch upon these problems. Adult educators, as well as adult learners, need more contact with artists, writers, painters, film-makers and through these relationships, they can widen their potential for linguistic, scientific and aesthetic expression".

Stating that "Inter cultural exchanges can become a relevant new frontier for adult education", Gelpi goes on to say, "Educators will need new and relevant cultural training and living cultural experience......Educators have to be in close touch with the outside world in order to develop a full and creative use of human resources but at the same time they have to resist educational guidelines that are imposed on educational structures by those who try to manipulate educational activities".

Demanding new consideration of the contents methods and techniques of adult education, the author states : "The creativity, generosity and openness of adult educators are perhaps the real prerequisities for efficient educational activities : these gifts motivate others and help encourage curiosity, interest and the will to be involved in activities that are often very demanding for both young people and adults" and adds, "educational theories are emerging through struggles, observations and various forms of creativity, but they cannot be prescriptive because they have to be tested...The contradiction between educational ideo-

logies in the East and in the West and the power and social structures of these societies are giving rise to new educational experiences in several countries that are more consistent with the democratic educational ideologies that are so often proclaimed 'Flying universities' in the East, 'peace movements' in the West are but two examples of educational practices that are welcomed by an ever increasing number of people who are dissatisfied with the contents and with the social selection imposed by the formal and non-formal educational structures of industrial societies, with *free market and planned economy*".

Education for All

In another part of this stimulating presentation, the author deals with the new Educational order and concludes : Education for all and by all is the condition for relatering contemporary societies and this will be achieved and contribute to:

(a) the recognition of individuals and countries in new cultural identities;

(b) better relationships among countries;

(c) the recognition of a communal world responsibility;

(d) realisation that only the complete and intelligent use of all human resources will allow the peaceful management and self-management of our societies.

The book is refreshingly revealing. It questions established ideas, theories and practices, and deals with some of the contradictions inherent in much of the educational system in the industrialised world. While dealing with the emerging need for the new world order of edu-

cation, the book argues that life long education has a vital role to play fostering international understanding. In a very systematic manner, the author has closely argued the case for life long education, but he has for reasons best known to him not come out clearly on life long education in developing countries. He has dealt with social change, social justice, development, peace disarmament but not about woman's education and its role to save her from the greatest of all exploitations. The author has been extensively quoted to show his creativity, his in-depth study and his critical analysis to present the new perspective and new dimension, in which some of the problems encountered by us need to be looked at. A creative thinker, a relentless struggler for new values and humanism, whose international experience had a great impact on his ideas and ideals. Gelpi in this book has made a plea for a democratic education that enables people to think, to take decisions and at the same time empowers them to act upon and transform their world. The book should be read by all those who are in search of innovations, challenging ideas and seek to establish new educational system. Administrators concerned with the imple mentation of India's new education policy would do well to study this thought provoking book. ●●●

The day-to-day financial and administrative powers necessary for implementation of this Programme of Action will be the responsibility of the Executive Committees of the State as well as the National Commissions. The State Executive Committee would be headed by the Chief Secretary/Education Secretary and the national committee by the Union Education Secretary.

19 Evaluation and MIS : Maximum attention will be paid to the subject of learner evaluation—the purpose being to ensure that all adult learners attain a level in literacy and numeracy which would enable them to continue learning in a self-reliant manner. Learner evaluation will also concern itself with the other components of NPAE--skill development, awareness, etc. A system of programme evaluation will be built into NPAE to ensure that all AEC organisers, supervisors and management personnel concurrently review, in a participatory manner, the progress of the programme. Institutions of higher education and of social science research will be associated with external evaluation—of the process, the quality of the programme, quantitative achievements and the management system. Necessary correctives will be introduced from time to time on the basis of those evaluations.

20 A Management Information System will be instituted to ensure periodic flow of information needed for improvement in management. Measures will also be taken towards careful analysis of the information data received and feedback.●

Rural Women's Quest for Self Identity : An Experience

Asha Dixit
and
Geeta Chaturvedi

The Department of Adult and Continuing Education of Rajasthan University in collaboration with a voluntary agency undertook a project for the social and economic uplift of women in a village. One of the commendable aspects of the project was that started as a part of Central Government's Farmer Functional Literacy Programme, it was later run independently by the Department in collaboration with the voluntary agency. The experience of the project is being brought to our readers not just because such an effort is laudable in itself and needs to be highlighted to inspire more such projects but also because the activities organised under the project provide guidance as to the kind of work that can be taken up to bring about change in the status of our rural women. The report also identifies the areas where a lot of work still needs to be done.

ACTIVE participation of women in national development, as envisaged in our five year plans since independence, is not possible as long as majority of our women are illiterate and ignorant. With the call for "integration of women in development as equal partners with men" in the UN decade for women, there has been a review of our national plans, policies and programmes since 1975, in the following perspectives.

—Impact of national development plans and policies on women's roles and development.

—Various constraints in women's participation as equal partners in the development process.

—Identification of their needs for desinging policies and programmes which would enhance their participation in the national development effort.

Half of our rural population comprises women and the grim reality is that not just their problems but their very existence has been ignored despite the fact that majority of our labour force consists of women who produce a little less than 50 per cent of our food. Their efforts, however, go unnoticed mainly because they perform unskilled jobs. Whenever there is opportunity for being trained for skilled jobs or for better

agricultural ventures, women labourers are overlooked. As a result, they sometimes also have to lose their jobs to trained men labourers. Thus, while in general the position of women in our country is not a happy one, the plight of rural women is even worse. They are illiterate, and ignorant about political, legal, social and economic issues. The profile of women in Rajasthan is not any better. This paper is a narration of the programme taken up by the Department of Adult and Continuing Education of Rajasthan University in collaboration with a voluntary agency Mahila Lok Jagriti Samiti as part of their voluntary effort to uplift the women of a village called Muhana.

In 1972 a "Farmer Functional Literacy" scheme was launched by Central Government and University of Rajasthan through Adult Education Department. The Department started twenty literacy centres. Twenty villages under Sanganer Panchayat Samiti were selected under this scheme. The objective was to utilise rural student community's services for rural development. Though the University withdrew after a year, the Department continued the activities in the village Muhana. The Department associated itself with a voluntary agency Mahila Lok Jagriti Samiti working for the social and economic uplift of women. The organization aims to achieve this objective by initiating a change in the outlook of the rural women by drawing their attention to socio-economic, political and cultural changes and developments taking place around them—outside their house, in society, country and the world. It does not promise to the rural women any substantial increase in their income but only assures them of a happy and satisfying life. The organisation's general objectives are:

—To detertmine the characteristics and needs of the rural women.

—To plan, implement, evaluate, and offer a dynamic adult education programme which will be integrated with development efforts.

—To find out the effectiveness of vocational and literacy training for meeting the needs of women.

The specific objectives are :

—To create an awareness amongst female population regarding their social, political and economic rights and responsibilities, and to motivate them to participate in the economic, cultural and social development of the nation.

—Increase the rate of literacy among women.

—Improve the general level of health and nutrition.

—To enable women to raise their family income.

—To improve the quality of local skills, by providing vocational training in : Tailoring and embroidery; Textile design and printing; & machine knitting.

—Utilization of leisure time.

—To prevent wastage of food by teaching simple methods of food preservation, better storage practices etc.

—To make them aware of new techniques in the field of agriculture.

—To inform them about new governmental policies and privileges offered to farmers, i.e., for loans, seeds etc.

—To encourage them to lead a more hygienic and healthy life simply through cleanliness and other preventive methods.

The village of Muhana is 22 km from the city of Jaipur and as mentioned earllier falls under Sanganer

Panchayat Samiti. The population of the village is 3059. The total number of literates is 757, out of which 68 are women. Majority of the villagers are engaged in farming. Women of the village do not enjoy a respectable social status.

According to an M.A. dissertation (1978-79) on Muhana village the important decisions related to family are taken by male members and women usually give their blind support. Daughters are discriminated against even today. Sons enjoy a privileged status in the family and society. Child marriages are common and decisions with regard to these marriage are taken by parents.

It was found that though women share equally the responsibility of earning the money with their male counterparts, the money and property are solely in the possession of males. Women are totally dependent upon men for their daily expenditure. Even jewellery and cash that they received from their parents are in the possession of the men in the house. Women are not paid equal wages for equal job. In short they are still an exploited lot.

As for education, Muhana women are again a deprived lot. Girls are not given proper education and are expected to look after their younger brothers and sisters, and share domestic chores with the elder female members of the family.

Women of Muhana do not know anything about their political or legal rights. They do cast their vote but in favour of the party which the male members of their family ask them to vote for. They are unware of the welfare schemes and programmes launched by the Government for their uplift. With this backdrop, Mahila Lok Jagriti Samiti came forward

to help Muhana women to improve their quality of life by developing their social, economic and political awareness. Initially the women of the village were motivated to join literacy classes. After arousing their interest to know something new in life and make it more meaningful the following activities were started in Muhana in the year 1984-85.

Polytechnic far Rural Women The organisation started a training centre for needy rural women. They were given training in stiching and knitting to enable them to improve their economic status. These women later started earning themselves.

Health and Nutrition Programme Rural women are not health conscious. Also, they are not much informed about how they can prevent certain diseases. Mahila Lok Jagriti Samiti in collaboration with faculty members of Hom, Science Department, Maharani Collegee University of Rajasthan, Jaipur, arranged a discussion on health and nutrition programme in which rural women were gvien information about the nutritive value of various food items which they were using daily but did not know how to cook them without destroying their nutritive value.

Women and Children Hospital Medical facilities in almost all the rural areas of India are still very bad and Muhana is no exception. So a decision was taken to open a hospital in the village. The foundation stone of the hospital was laid on 4th March 1984. This hospital will also be a centre for research regarding the health needs of the rural women.

Awareness Camp Awareness Camps for rural women, were organised in Goner, Newota, Muhana and Beelwa Villages.

Environment Education A debate was organised on "Why to plant a Tree" in which 20 school children participated. They were also given awards to encourage them to take greater interest in their environment and its preservation.

Informal Education A programme of informal education was also started in 1981 and up till now, 90 students have benefited from it. At present informal education programme is going on for children in 6 to 10 year age group.

Bal Mela A *bal mela* (children's fair) was organised in Malviya Nagar, Jaipur on 14th November which is celebrated as children's day all over the country. Women and children of nearby villages participate in various competitions which were arranged on the occasion.

International Women's Day 8th March 1985 was a day marked by great fun and gaiety for Muhana women. About 300 women participated in the programme in which songs and *Mehandi* competitions were organised. The programme was also relayed by All India Radio, Jaipur.

Besides, the Samiti renewed its pledge to motivate people to become literate and formally accepted the responsibility of running more literacy centres in Muhana to inspire them to learn and gain more knowledge.

On 20th March, 1985 a project of literacy centres was sanctioned for villages under Sanganer Panchayat Samiti. Under this, seven male and 23 female centres were started in which 172 men and 679 women were enrolled. Out of a total of 851 learners, 733 were in the age group 15 to 35 years; 108 were above 35 years; and 14 were below 15 years. By the end of the session, learners started reading, writing and counting. Some of them can now read even headlines of newspapers. Also their outlook has broadened. They now celebrate independence day, Republic day and International Literacy day with great enthusiasm.

A sense of competition has also developed among them. From time to time, Muhana, women organise *mehandi*, dance and song competitions, and are quite enthusiastic about their success in these programmes. The members of the organisation who have been working with them, in turn, have received a lot of love and affection from the people of Muhana. Having worked for several years in the village, the workers of the organisation feel that women here need vocational training so that they can also increase their income along with acquisition of literacy. Though their involvement in such training programmes would be difficult in the beginning due to socio-economic and cultural factors, proper motivation may help to finally overcome hinderances. Given below are suggestions which may help rural women in their struggle for gaining identity and achieving better social status.

Information During a seminar organised this year on Rural Women and Development it was found that women are not even aware of the various welfare scehemes and plans started for them by the Government. On the other hand, officials responsible for the implementation of these programmes are also not aware that rural women do not even know whether such programmes are there or not. Thus, ways and means should be found to disseminate such information on a large scale so that they derive benefit from the programmes meant for them.

Motivation Social workers and members of voluntary organizations should come foward and motivate women for literacy and training programmes. Rural women are bogged by superstitions and wrong beliefs, customs, values, traditions and culture. Therefore, it is necessary that efforts to motivate them are started only after a proper rapport has been developed with them.

Training After motivation, vocational training can be provided to help them increase their income and to improve their personality so that they develop their own identity and in the long run may lead a qualitatively better life.

Marketing Efforts to train rural women in different vocations will be of no use unless the goods prepared by them are put to commercial use. Formation of cooperatives could help solve this problem.

Last but not least, the attitude of the community in general, specially the males, needs to be changed, if we want our women to progress and develop.

Theoretical debate on the strategies of development and its interrelationship with women's role and status would not be enough. There is a strong need for more action oriented researches in the area of women's development. These can be taken up by our research scholars and students in the universities and colleges. The voluntary organizations working in the field of women's development must coordinate their activities with these researchers and students to plan meaningful programmes and policies in this area.

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Role of Adult Education and Mass Media for Civic Education *edited by J. C. Saxena and J. L. Sachdeva ; published by Indian Adult Education Association, New Delhi ; Rs. 50 ; pp. 188*

If any democratic set-up has to function in a vibrant lively manner, civic education has automatically to play a predominant role in the lives of the people. Since civic education is not merely awareness about rights and duties, masses have to be systematically and appropriately awakened and made alive to what goes in making them good citizens of a civilised democracy. There is no doubt that mass media have prodigious responsibility in this process.

In fact, as the sway and sweep of mass media in modern times are so thoroughly gripping and total that no civic aspects of a society can exist in vacuum. Mass media outputs influence and are influenced by a civic community in a number of ways. Therefore, mass media are immensely potent in shaping and moulding civic community. Empirical research has abundantly shown that mass media are tremendously instrumental in bringing about attitudinal change, social revival and improving the disadvantaged lot of the deprived sections of the society. Mass media motivate, educate and facilitate people to uplift and ameliorate their quality of life to become morally, socially, culturally, and politically better citizens of a country.

Although most governments of developing countries tend to lay increased stress on formal education, it has been proved that specific target population or specific subjects for civic and

social education can be made relevant to the people by regular mass media outputs.

This book which is a collection of six extended papers on mass media and adult education support for civic education presents varied scenario in the field. These topics ably deal with : challenges for adult education for the year 2000 ; role of education (adult) for promoting civic rights and responsibilities ; electronic media for adult education and role of mass media for adult education in India.

While discussing challenges for adult education as India enters the 21st century, S.C. Dutta rightly points out that areas which should attract our immediate attention include : exploding population, adverse effects of urbanisation, problems of old people (as longevity increases), rapid obsolescence of skills and knowledge, rapid mechanization and reducing employment opportunities, greater role of women in economic processes and multiplying impacts of mass media in all these spheres. Adult educators and mass media people will therefore have to pool their sources for making literacy possible for all and also in turn extending their (media's) civic horizons.

Since our social mores and chores are being transformed so swiftly, mass media have to provide awareness on new and expanding civic matters such as constitutional provisions necessary for a lay citizen ; evil effects of communalism, casteism, regionalism and harmful consequences of superstitious social practices such as dowry, untouchability, early marriage ; explain significance and purpose of democratic institutions of secu-larism, foster spirit of fellow feeling and cooperative attitudes and finally to rationalize thinking and inculcate scientific temper and reasonable approach.

It is therefore obivious that if some of these civic ideals have to be achieved, adult educators will have to seek as much media support as possible through informational programmes, entertainment fare or through enlightening materials such as commentaries, talks, discussions or interviews on radio, television or through specially made films. Electronic media broadcasts are pregnant with innumerable possibilities in this regard, although the relevant chapter in the book does not comprehensively deal with them. The video has unlimited scope in this regard. However, such programmes have to make certain that these deal with most important issues that touch the people in the street. And these intimately concern their daily life. Unless this is ensured, mass media and adult education support to civic education will not be effective and meaningful.

The book contains rich material for adult educators, social researchers and media workers. The details of group discussions in the appendices and country reports on mass media and adult education support to civic education would be specially useful for adult education workers in developing countries, since these deal with grassroot level subjects. The editors should have excluded unduly long lists of names of seminar's participants and programmes to cut the size of the book and the cost, and index to the topic discussed in the book would have added to the value of the volume.

—M.R. Duo

ADULT EDUCATION NEWS

39th All India Adult Education Conference to be held in Surat

The Indian Adult Education Association in collaboration with Department of Continuing Education and Extension Work, South Gujarat University is organising 39th All India Adult Education Conference in Surat from October 25-28, 1986.

The theme is "Role of Adult Education in the Promotion of Science and Technology".

The Nehru Literacy Award for 1986 will be presented to Dr. (Mrs) Madhuri R. Shah, former Chairman of University Grants Commission at the inaugural function of the Conference.

The Zakir Husain Memorial Lecture will be delivered by Shri Janardan Rai Nagar, Kulpati, Rajasthan Vidyapeeth, Udaipur on October 26, 1986.

The venue is Jeevan Bharti, Nanpura, Surat.

The contact person in Surat is Prof. Nanubhai Joshi, Director and Head, Department of Continuing Education and Extension Work, South Gujarat University, Surat-395007.

Nehru Literacy Award for Madhuri Shah

Dr. (Mrs) Madhuri R. Shah, former Chairman of the University Grants Commissio (UGC), has been awarded the 1986 Nehru Literacy Award of the Indian Adult Education Association for her outstanding work in the Promotion and development of adult education in the country, particulary in the university sector.

Dr. Shah was education officer in the Municipal Corporation of Greater Bombay (1961-75), Vice-Chancellor of S. N. D. T. Women's University (1975-81) and Chairperson of UGC (1981-86).

As Vice-Chancellor of S. N. D. T. Women's University, she introduced the open university to provide education to women of any age-group and of any level of education. As Chairperson of UGC she introduced, expanded and institutionalized non-formal education in the higher education system.

Dr. Shah has been associated with a number of social, educational and cultural organisations.

She has written extensively on various aspects of education including non-formal education.

Writer's Workshop on Producing Scientific Literature for Neo-literates

The Indian Adult Education Association organised a two-day Writers' Workshop on production of literature on topics related to science and technology in the Association's premises on July 26 and 27, 1986.

Delivering the welcome address, Mr. J. C. Saxena, Hony. General Secretry, IAEA said the main objective of the Workshop was to focus on those topics in Science and Technology which were related to a common man's day-to-day life. The writers, he said, were expected to provide information on topics like the use of science in rural development and

health, the relevance of technology in a common man's life environment and energy, adopting any form of literature— story, short novels, drama, etc. The language of the literature, he stressed, should be simple and interesting enabling a learner who has studied upto 4th or 5th standard to understand and discuss the messages conveyed. Success of any communication, he said, lies in whether the message reaches the audience or not. A message that has reached here, Mr. Saxena said, has a multiplier effect, giving rise to curiosity and resulting in more education. He said if no effort is made to impart knowledge, the social and educational disparities will get accentuated further. The writers therefore, he said, would do a great service by producing such literature.

Dr. N.K. Sehgal, Head, National Council for Communication in Science and Technology, was the chief guest on the occasion. He said for him a clear definition of the objectives and the output expected was the most important aspect of any project.

Stressing the importance of having a clear profile of the neo-literates who would be addressed through the literature, Dr. Sehgal said that this will not only help to select relevant topics but will also make position with regard to other aspects like language and printing clear. For neo-literates, Dr. Sehgal said, literature dealing with their immediate concerns like how to fill M.O./loan and other forms would have greater attraction. Interest, he said, depends on the utility of literature and need not necessarily be determined by economic benefit.

This literature, he said, will have to be taken to the learners' homes. Our literacy drive, he said, could not be a success mainly because we stuck to the traditional class-room/school system expecting the learner to come to us rather than going to him or her.

Literacy, Dr. Sehgal said, should be the first step, and the standard set for it should be that a learner is able to write and read an article in his/her own mother tongue. Lastly, he emphasised that literature for neo-literates should be attractive and in type size which they find easy to read. Immediate availability of literature, he stressed, is important and would require efforts on a mass scale.

In the post-tea session, Prof. B.B. Mohanty, Professor in Oral and Visual Communication, Indian Institute of Mass Communication, New Delhi and Joint Secretary, IAEA spoke on how to write on scientific subjects in the language of the masses. Prof. Mohanty said that to presume that popularisatton of science would lead to scientific temper, was wrong. He cited instances from his personal experience to show that at times not just educated people but even those who have adopted science as their profession can throw all their reasoning and scientific knowledge to winds and be guided by superstition in their actions; and on the other hand simple illiterate rural folk can be remarkably scientific in their simple commonsense talk or behaviour.

As for good writing, Mr. Mohanty said that it requires talent as well as skill. Advising writers to be simple, unambiguous and committed in their writing, he said they should use short sentences and "operative words". If a rickshawpuller understands "secretariat" rather than "Sachivalaya", then the former would be a better choice, he said. Mr. Mohanty said for the selection of

the topic, the writers should consider their target readers as the supreme judges. Clarity with regard to general and specific objectives, would make the selection of topic easier, he added. Advising against lengthy introduction and technical jargon, Mr. Mohanty said all the key points should be visible in the text in a very subtle way. Feedback from the target readers, he observed, is the best test for a manuscript.

Visuals, Prof. Mohanty further said, can sometimes explain a point better in scientific writing, however we need to be very careful in using this, for if the artist has failed to grasp the point you want to make, the whole purpose would be lost, he said. Finally, he said, there is no harm in repeating and summarising thoughtfully the main points towards the end of the book.

In the post-lunch session, the topic was "Different Non-Conventional Sources of Energy", and the speaker was Dr. S.S. Sharma, *Editor, Vigyan Pragati* Focusing on ocean as a non-conventional source of energy, Dr. Sharma said it is ironical that despite our age-old link with the occean and a long sea shore we have not given much thought to exploiting it. The difference in temperature of the different levels of the ocean, and the tides, Dr. Sharma informed, are the main sources of energy, and that in many countries turbines had already been set up.

In the session after the tea-break, Dr. N.P. Jain, Director (Training), Ministry of Rural Development speaking on 'Rural Technology' said the term had been coined with the objective of integrating science with the traditional knowledge. Urging the participants to base their literature on realistic needs, Dr. Jain said they must approach the target readers before choosing a topic. Writing only for creating awareness, he felt, was a weak objective. He said topics like sanitation, community bio-gas plants, smokeless *chullahs* should find a place in the literature for neo-literates.

In the first session, on July 27, 1986 Dr. Ravi Kapoor of Loknayak Jai Prakash Narain Hospital, spoke on Health Care particularly the precautions to be taken while working in day to day life. Shri J.L. Sachdeva, Director, IAEA spoke on some dangerous and disabling diseases like Heart and Circulatory system, Diabetes, Strokes, Cancer, etc.

In the post-tea session, Dr. R.D. Sharma, Editor, *Krishi*, Ministry of Agriculture and Rural Development spoke on environment.

I.A.E.A. BOOKS IN ENGLISH

		Rs. P.	U.S. $
1.	Unity in Diversity : Role of Adult Education (1985)	10.00	2.00
2.	On to Eternity Vol I (1959; reprinted 1984); Vol II (reprinted 1986); Vol III (1974)	25.00 6.00	7.00 2.00
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16.	To Light a Candle (1979)	18.00	5.00
17.	Recreational and Cultural Activities in Social Education (1969)	3.50	1.25
18.	Seminar Technique—(1966)	1.00	0.50
19.	Workers' Education Abroad (1965)	2.00	1.00
20.	Libraries in Social Education (1959)	3.50	1.25

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 Estate New Delhi-110002

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In This Issue

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Instructors
    —*D. Janardhana Reddy*

Indian Journal of Adult Education

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.

Contributions should be accompanied by either a stamped, self-addressed envelope or by International Reply Coupons. The average length of manuscripts should normally be between 1,500 and 2,000 words. In exceptional cases, articles of bigger length can be accepted. Mimeographed, Zeroxed or carbon copies will not be accepted. Manuscripts should be typed in double space on one side of the paper only, with a 2" margin on foolscap size paper. Footnotes and references should come at the end and not on every page.

Contributions and other correspondence regarding the advertisements, subscription rates etc., should be addressed to the Editor, Indian Journal of Adult Education, 17-B, Indraprastha Estate, New Delhi-110002.

C O N T E N T S

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Science and Technology Education

Why science and technology education is important

Science and technology are an integral part of modern life. Science is essential for understanding the world through knowledge of the laws of nature. It also provides man with a tool for organizing his thinking and for classifying his experience. Science and technology can make a decisive contribution to improving our standard of living. In the meantime, education has to impart the basic scientific and technological knowledge necessary for the younger generation to carry out an increasing number of occupations, especially in the productive sector; to encourage scientific and technological vocations; as well as to foster an awareness among young people and adults of the interrelationship between science, technology and society. The teaching of science and technology is also a powerful means of stimulating creativity among young people.

While indispensable for the promotion of vocations of productive sector, science and technology education is also important in that it constitutes a "powerful means of stimulating creativity among young people" and for developing rationality in thought and attitude. The article examines some basic issues and trends in science and technology education keeping in view different developmental priorities and varied groups

Scientific and technological development can be carried on only with the support of an interested and informed public. Educational activities and the mass media should therefore each contribute to increasing public interest and knowledge about science and technology. Science and technology have transformed the contemporary society and the lives of individuals. Two quotations from a Unesco book vividly illustrate this situation;

What does a person living today understand by the word "science"? What by the word "technology"?

To a few "science" means something vaguely important. But "technology" has a meaning for very few people indeed. Yet, novelty has an attraction for us all, even when we cannot readily accept what is actually on offer. Many people living today have witnessed the novelty of radio, for example, evolve from the crystal set, with its lofty outdoor aerial its sunken bucket for an "earth," to the portable transistor, via the now defunct thermionic valve.

Such people have witnessed the advent of television, They have watched the landings of the moon. They can see the Olympic Games or the football World Cup Final being played in whichever country is hosting the event. Their homes are full of gadgets which were unknown to their parents : electric toasters, coffee percolators, washing machines, vacuum cleaners, refrigerators and quartz clocks. Their pockets may contain a cigarette lighter, a ballpoint pen, a digital calculator, or coins to operate the many different slot-machines, all of which have become commonplace during the course of the last half-century.

Yet this is not true all over the world. Seen in a global context, the impact of science and technology is uneven between the richer and the poorer countries. For illiterate peasants living in remote areas of developing countries, for those who live in primitive communities or who, in the urban centres, live on the fringes of society, science is a remote entity, alien to the world which surrounds them.

The disadvantages of science and technology

It is customary to emphasize the benefits that humanity has derived, and may derive in the future, from science and technology, but one should also remember their adverse effects. Among these one thinks of the application of science and technology for *military purposes*.

Although the threat of nuclear war appears to overshadow all other problems, the *population explosion* is another extremely disturbing issue. The world population is at present doubling approximately evey thirty-five years. The links with science and technology are clear. It is both interesting and terrifying to consider that what was apparently a beneficial aspect of science and technology—the reduction of death due to disease and famine—has generated over-population.

Less menacing than the nuclear bomb and rather less disturbing than the population explosion, but malign none-the-less, are the consequences of *environmental pollution*, and the degradation and deterioration of nature and natural resources.

These problems are becoming increasingly unacceptable with a growing public realization that they need not exist at all. Better education will make the individual more aware of the advantages and disadvantages of technological advance.

The definition of science and technology

The terms "science" and "technology" tend to be mentioned together to such an extent that one could believe some indisoluble bond existed between them — as though they constituted a single entity. However, "science" and "technology" have easily identifiable and very distinct characteristics of their own, as well as, of course, many affinities.

The purpose behind a scientific activity is to augment knowledge : to give an explanation for something, to develop a model to show how something behaves, to give an accurate description of some events.

The purpose behind a technological activity is to facilitate human operations : to extend the boundaries of existing possibilities.

Thus it is the purpose of science to explain *why* air which moves rapidly over a surface exerts less pressure upon the surface than does slowly moving air. But to show *how* this fact might be used to build a machine that will fly is a technological achievement. Yet, in pursuit of their respective purposes, both science and technology employ existing knowledge and existing know-how. In this sense, they are inter-independent.

The scientific and technological modes of operating can be contrasted in many ways. A major motivation of the scientist is curiosity—the desire to know or to find out. In other words, the principal activity of a scientist is research.

What drives the technologist, on the other hand, is the desire to get things done—the application of knowledge to satisfy human needs.

These distinctions are very important for education. The conventional curriculum of the secondary school caters for science. It may not cater very well, but cater it does, with increasing efficiency as teaching methods respond to a growing understanding of the nature of scientific procedures. For technology, on the other hand, the conventional school curriculum is often inadequate. It is only in recent years and in a few countries that this in-adequacy has been recognized and remedied.

SOME KEY ISSUES AND TRENDS

The development of science and technology have been so rapid in recent years and their implications for humanity so profound that it is not surprising that there have been many corresponding changes in education. Many, though by no means all, of the most striking changes date from the mid-1950s, when curriculum projects were established in many parts of the world to bring science courses up to date.

The reasons for this upsurge of effort are well known. In the developed countries, they include both a concern to train specialized manpower to meet national needs, and the realization that the general public must have some scientific knowledge—"scientific literacy"—if they are to live in harmony with their social and material environment. Within the same period, many new nations achieved independence. In their quest for modernization they rapidly introduced up-to-date science curricula, initially imported from overseas, but later more reflective of indigenous needs and values. Here are some of the key issues and trends that have recently emerged :

Science and Technology Education and National Development

The United Nations Conference on Science and Technology for Development (UNCSTD), held in Vienna in 1979, drew the attention of the world to the potential contribution of science and technology to the achievement of development objectives, and to the importance of building scientific and technological capabilities in each country. Although UNCSTD did not

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give specific attention to education, Unesco organized a conference in 1981 which did. This Conference, on the theme "Science and technology education and national development", established a series of guidelines for science and technology education programmes at the national level, and also for international and regional action to support such activities. These guidelines covered primary, secondary, and post-secondary science and technology education, teacher education, non-formal and continuing education and the public understanding of science and technology. They focused particularly on the following themes :

(i) preparing relevant curricula, materials and equipment;

(ii) exchanging information and experience;

(iii) research, evaluation, studies and experimentation;

(iv) the training of personnel, particularly teachers;

(v) the dissemination of information on these programmes and activities;

(vi) the mobilization of resources (human, material and financial);

(vii) the formation of national groups for the development of science and technology education.

Relevance of Education in Science and Technology

Prior to these two conferences, several countries were already trying to make science and technology curricula more "relevant". The following measures were mentioned :

— Education must reflect "real" science and technology. The educational reforms carried out in the 1950s and 1960s resulted in a major up-dating of science courses. However, there is now a need to introduce new content which reflects more recent progress.

— Science and technology education should relate to the learners. Psychologists and educators, working together, are providing valuable guidelines for science courses which are appropriate to the learners' age and background.

— Science and technology education should be linked with the world outside the classroom, through work experience if necessary. There must also be a better match between the products of education and the opportunities available for employment.

— From the educational point of view, the child's immediate environment is an ideal starting point for science and technology education programmes. Knowledge of the environment must be linked with the availability of food, energy and mineral resources, both now and in the future.

Science and Technology Education and Future Human Needs

Over 300 people from seventy countries attended a conference* on "Science and technology education and future human needs" in August 1985. Its purpose was to identify practical ways in which science and technology education could be made more relevant to the needs of society in the following eight

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* One outcome of the Conference will be the publication by Unesco of a series of nine books—one of them providing a general introduction to the Conference theme, and the others each covering one of the eight mentioned topics.

areas of concern : health; food and agriculture; energy resources; land, water and mineral resources; industry and technology; the environment; information transfer and technology; ethics and social responsibility.

Science and Technology Education for All

In many parts of the world science and technology education policies are being renewed. Governments are concerned that every citizen should receive education in science and technology. In Canada, for example, the report on "Science for every student" has redefined the goals of science education. The education system should train a selected elite for research and development, especially in industry, and at the same time give all citizens a broad "scientific literacy". In the United Kingdom, this is being done at the secondary level.

In Asia, a regional meeting with participants from nineteen countries produced a report *Science for all* —"all" refers not only to schoolchildren, but also to out-of-school children and youth, including those who should have been in schools but were not; the work force (including vast numbers of illiterates); and the educated adult section of the population.

The issue of science and technology education for all has many implications. One of these is that, in many countries, girls do not have as great an access to science education as boys and, therefore, women do not have the same possibilities for careers in science as men. This issue has been considered in several meetings recently, notably those organized by the "Girls and Science and Technology" (GASAT) movement.

Low-cost Equipment and Teaching Material

A feature of modern science and technology education is that it has an experimental and practical basis, and the separation of theory from practical lessons—prevalent in the past—is slowly diminishing.

Over recent years, equipment has been specifically designed to make it easier to understand scientific concepts at school. In the past, science teaching tended to use modified equipment originally intended for research or industrial use. New items of equipment are better designed since they are easy to use and measure effects directly.

Currently there is renewed interest in the use of equipment that has not been specifically designed for teaching. For science teaching in primary schools, the main function of materials and equipment is to be explored and to help exploration. Thus, for young children, there is a positive virtue in familiar materials. However, collection and storage of such objects can be time-consuming. Providing primary schools kits of simple equipment enhances the practical resources for science teaching.

In many countries, the local production of low-cost equipment is essential, both for educational and for economic reasons. The ideal arrangement is to have the designer of equipment and the curriculum specialists working closely together. Some countries have recently established science education centres where equipment is "tailormade" for the science curriculum in the schools.

The use of Educational Technology in Science and Technology Education

The use of radio and television programmes, slide/tape presentations, pro-

grammed learning, films and multi-media packages of various kinds have been on the science education scene for some twenty years. What is new, however, is the rapidity with which the use of the micro-computer has come to occupy the centre of the educational stage, and the profound influence that its advent is having on science and technology teaching in many countries. At a conference on "communicating physics" (Duisberg, Federal Republic of Germany, 1985), the most important uses of micro-computers in physics education were classified as follows (not necessarily in order of importance) :

Interface experiments An apparatus is connected to a micro-computer which processes data directly and gives the results in numerical or graphic form.

Simulation The demonstration of physical phenomena which may otherwise be difficult to visualize (change of time-scale; pictorial representation of tiny objects; graphic representation of complex processes, etc.).

Computer interactive video discs A video disc which treats a certain problem is supplemented with computer software which enables the student to : test his own understanding of the subject; search the video-disc for new content; request the computer for additional help; let the computer decide what help should be given as a result of the student's response to a "prompt."

Computer guided video films The purpose of such films (which still require further development) is to : combine computer models with real situations; visualize complicated phenomena; save time on long calculations.

Computer graphics The computer graphics may be static (curves, bar, charts, models) or representing a process (representation of time changes in a real process).

The micro-computer as a visual aid Some promising experiments have been carried out on the use of the micro-computer in giving a lecture; it can also play the combined role of overhead projector and slide projector.

The list could be generalized to the teaching of other scientific disciplines and also to integrated courses in science and technology education.

Activities for computer-assisted instruction should be selected carefully in relation to the particular learning involved. One example, taken from primary school mathematics, identifies three categories of such activities.

Concept re-inforcement has the feature that a concept or an idea that has already been introduced or taught is used embedded in the activity, thus reinforcing what the child has learned.

Concept demonstration implies that the procedure for input and processing are probably known to the child. It is the output that illustrates a mathematical relationship. In studying the data that are generated, the child discovers, or observes, an important mathematical relationship or concept.

In problem solving, the calculator or computer gives the children a tool to explore, to test and eventually to formulate a solution to a problem. In this case, a "problem" is taken to be a new situation, or one for which the child does not have a pre-determined method of solution.

At this juncture, it should be pointed out that, although the cost of computer technology is declining constantly, at the present time it is prohibitively expensive for many developing count-

ries. In such situations simpler educational tools should be used before such technology is considered. Some delegates from developing countries attending a recent international conference felt that the time was not yet ripe to introduce computer learning in their countries because of the expense and because neither pupils nor teachers were ready to handle such technology. This, however, is not true of the pocket calculator which is now inexpensive and widely available. It could have a profound effect upon the teaching of mathematics and science if only teachers could be persuaded to let young childern use it.

Other rapidly developing technologies of considerable potential in science teaching include the use of video recordings. New cameras which incorporate a light-weight cassette recorder are now available and this makes field work very simple indeed. It has also recently become possible to do "time lapse" photography with a video camera. The popularity of computer games has meant the gaming and role playing techniques are also being more widely used in science teaching.

RECENT DEVELOPMENTS IN PARTICULAR FIELDS

Integrated and Interdiscipilinary Science and Technology Education

Intergrated science courses have developed rapidly in recent years. During the last decade, science has been introduced into the curricula of primary schools in many countries. There are several reasons for this : (a) primary education may be the only opportunity for learning science for the majority of children ; (b) children form their ideas of the world at a very early age and there is a need for these ideas to be moulded by a scientific and positive attitude ; (c) young children should become aware of simple applications of science in nutrition, health and hygiene and in local agriculture. Although there could be dobut as to whether teachers and children are ready for such an introduction, there are specific cases of the successful introduction of technology, particularly where it was linked with the local environment and also with practical work such as handicrafts, cookery and needlework, woodwork, metal-work and building.

Science courses at the primary school are almost always integrated (or perhaps "undifferentiated" would be a better term), centered on topics and themes which are closely related to the children's interests, everyday life and environment. Usually they have been developed locally in the country or region where they are to be used. Almost all primary school science courses are based on direct pupil experience with local materials. They tend to emphasize observation, inquiry, the building up of simple science concepts, and an awareness and exploration of the local environment.

Such courses imply a major shift in the role of the teacher—from purveyor of information to facilitator of learning experiences. It is this change in role— different from that accepted in the rest of the teacher's work—which poses a major problem in effectively introducing science courses in primary education. Attempts are being made in many countries, through a variety of strategies, to introduce primary school-teachers (and teachers-in-training) to effective ways of teaching science.

At the lower secondary level a need has been felt for science courses which

are of real interest to pupils and which make a contribution to their general education. In many developing countries, such courses may be the last formal education the pupils receive, and attempts are made to cover a range of topics of direct relevance to the pupil's day-to-day experience. The courses designed for this level are still, as at the primary level, based on the extensive use of simple equipment and tangible materials. Furthermore, there is, in many courses, an emphasis on depth in the coverage of a particular topic rather than an attempt to cover a very extensive range of topics which characterized the old general science course.

Integrated science courses for both primary and lower secondary school are organized in a variety of ways. In some countries a "concentric" organization has been adopted in which major topics and concepts are explored and developed in greater depth over a period of several years. Such topics might include aspects of human biology, food and nutrition, health, means of locomotion and transport, exploration of the local environment, clothing and shelter, energy and its transformations, the nature of air, water and soil, the earth and the universe. Another form of organization is to arrange material in "modules"—units of work which pupils can study in groups or individually. There is a sequence in the modules from one year to the next, but the order of the modules within any one year can be modified.

Integrated and interdisciplinary courses are also being developed for the *upper levels of secondary schooling*. These may be "socially relevant" courses for pupils who do not intend to specialize further in science, or courses which supplement those in the basic science disciplines by focusing on issues concerning science in a social context.

The Teaching of the Basic Sciences

The reform movement in science and technology education was centred, during the 1950s and 1960s, on modernization of the teaching of the basic science disciplines—physics, chemistry and biology. There were also some projects based on the earth and space sciences. One of the major aims of these reforms was centered on content. Attempts were made to decide what new content should be introduced, and what old material should be deleted. A major goal was to restore the primacy of subject matter in the educational process. Scientists—who were the subject matter specialists—played a fundamental role in re-thinking both content and approaches. An attempt was made to have the content reflect the structure of the discipline itself. The reform projects usually stayed within the traditional boundaries of physics, chemistry and biology. It must be said, however, that it was in the very process of analysing content that the artificiality of the boundaries between the disciplines became obvious, anticipating the emphasis that would be given in later projects to inter-disciplinary and integrated approaches.

An emphasis was also given in these projects to the "processes" of sciences, presenting them as systems of inquiry rather than as stable bodies of knowledge. They paid less attention to the learning of facts and promoted, instead, active participation and discovery on the part of the student. Emphasis was placed on the students coming to grips with phenomena directly through new laboratory and field experiences in which they were encouraged to discover ideas for themselves

in the same spirit and with the same approaches used by scientists. New materials were developed for learning and teaching. In-service courses were provided for teachers to initiate them into these new approaches.

In general terms, these trends have continued during the last decade. As science advances, continuous effort is needed, and is being made, to reflect in a meaningful way the content of "real" science in schools. Advances in agriculture and medicine, and the advent of bio-technology, have their implications for courses in chemistry, as does the burgeoning growth of synthetic materials, which are increasingly taking the place of natural fibres and of such minerals as lead, copper and iron.

At the same time, physical insights into atomic structure and the concept of "energy levels" have clarified the nature of "bonding" and have shed light on the fundamental issues of molecular structure. The extent to which these newer concepts can be built into school courses will depend on the maturity of the learners and the level of sophistication of the teachers.

As previously mentioned, recent advances in science have resulted in new interdisciplinary fields : information theory applied to biochemistry and genetics ; physical methods used in astronomy, geology, chemistry, etc. Because of the importance of these new interdisciplinary fields, it is becoming increasingly necessary to establish better coordination and articulation between the teaching of the basic disciplines. The heavy dependence of physics upon mathematical representation also places a responsibility upon the respective subject teachers to work in harmony in tackling the issues of curriculum renewal.

Mathematics Education

The democratization of schooling — ranging from near-universal primary education in the developing countries to universal secondary education in the most industrialized — has caused a situation in which mathematics programmes which were originally developed for a selected group of pupils are now found too difficult for this broader population. Thus, societies are again examining their goals for mathematics teaching and asking what kind of mathematics programme is best suited for the needs of the majority.

Mathematics as taught in schools is now seen to be much more dependent upon the social and cultural life of a country. These conditions, in turn, should determine the way mathematics is taught in the schools. Mathematics permeates all of society and thus it might be expected that the mathematics learned in school will enable the learners to apply mathematics in solving the problems they encounter after they leave school. But recent evaluations have found this not to be the case ; mathematics practised in the market place is different from that learned in schools, and those leaving school are unable to use their formal mathematics knowledge to solve practical problems. This implies that problem-solving in schools must be taught in real contexts if the skill is to be transferred to situations in later life.

Individuals will encounter the use of mathematics in three broad contexts : (a) in the context of their private life ; (b) in the context of their working life ; and (c) in the wider context of the social, economic and political life of the country of which they are citizens.

Some basic mathematical skills are needed simply to get by in life. Others

are needed and used at one's place of work. The scope of these, obviously, depends upon the job. Some jobs call for only modest mathematical skills while others can be immensely demanding. In the wider context, an intelligent appreciation of a person's social, economic and political life is scarcely possible unless a reasonable level of mathematical literacy has been attained.

What are the implications for mathematical education of these three broad contexts of use ?

There is no fundamental difference between the nature of the mathematical education required for daily life, its use at the place of work, or for observing and taking an intelligent part in the social, economic and political life of the community and of the nation. In all three contexts, the individual encounters problems of varying complexity. Thus, there is no conflict in designing a mathematics programme which will meet the needs of young people whether they pursue a mathematics-based career or not, except in the duration of studies.

In school, no particular mathematical topic is important in itself. The importance of a mathematical topic derives from its potential capacity to serve the needs at issue, whatever they may be. This calls in question the conventional method of defining curricula only in terms of topics, concepts and skills.

Such considerations led a meeting of mathematics educators to recommend a gradual approach to developing curricula in terms of different situations that call for relevant mathematics. The situations should be chosen and presented in a variety of ways that would ensure many different aspects of mathematics being called into play.

Therefore, participants agreed that for the immediate future, a major aim of mathematics education in primary schools should be to develop the ability to use numbers in situations that arise in daily life—and that as the students progress in their studies, the scope and complexity of the applications should increase. In the long term, secondary-school curricula should be reorganized to include situations from everyday life and from other fields of study. But due to existing structures and to available human and material resources it is necessary to think in terms of progressive steps. Hence, as a first step, part of secondary-school time should be allotted to project work involving an integration of the sciences and mathematics.

Another reason to concentrate on teaching mathematics as a process, rather than a product to be learnt, was mentioned earlier—computers and calculators. The widespread use of pocket calculators has forced us to redefine basic numeracy—it surely cannot now mean "knowing sums by heart". And with microcomputer programmes capable of algebraic manipulation, complex graphics and integration of functions, what skills are needed in school mathematics ? The ability to analyse a situation and then to use appropriate mathematical skills is needed now more than ever before.

Technology Education—Its Development and Links with Science Education

As outlined at the beginning of this article, "science" and "technology", while closely inter-related, differ fundamentally both with regard to their motivation, their process and their product. While the teaching of science in schools has a relatively long history,

the teaching of technology as such, in most countries, is recent. The teaching of technology has antecedents in technical training and in the teaching of the applications of science, but there is now a growing awareness that technology education, linked with science education, must find a place in the general education of all children.

The Unesco International Congress on Science and Technology Education has the following to say :

Not only should technology education be provided at all levels of education as an integral element of the curriculum, but the contents should be so determined as to make the knowledge, skills and attitudes provided by it relevant to the needs of each society. As in respect of other types of education, the curriculum must grow from an analysis of problems and needs, and should assign high priority to the development of problem-solving ability. It has to be emphasized that skills to solve the immediate problems are of little use unless further strengthened by a capacity to adapt to future needs in a rapidly changing world. Hence the importance of maintaining a balance between scientific knowledge and scientific modes of thought, on the one hand, and skill training on the other. But, in the determination of the technological systems out of which the content is drawn for technology education, equal consideration must be given to traditional and rural technologies, usually found in developing countries, as to those evolved in industrialized countries.

Courses in technology are now being developed and tested in many countries.

Out-of-school Science and Technology Education

It is generally accepted that a great opportunity is lost when the teaching of science and technology is confined to the laboratory and classroom. Furthermore, in many developing countries, there are large numbers of young people and adults who do not benefit from formal education. Hence programmes for non-formal and out-of-school science and technology education, especially in relation to development, have an important role to play in the community as a whole.

These programmes should be conceived with the specific needs of the target groups in mind. They may aim to reinforce the teaching of science and technology in schools and promote creativity and interest in young people. They might also focus on scientific literacy, on the science education of adults and on promotion of public understanding in science and technology.

Out-of-school scientific and technological activities take various forms. In some countries, activities are organized by science clubs, technical and nature clubs, "pioneer palaces", science teachers associations, junior academies of science and so forth. The content and methods of out-of-school science and technology education activities depend greatly upon the availability of human and material resources. Activities may include science fairs, youth science congresses, science summer camps, independent research projects and science and mathematics olympiads. The olympiads are growing in popularity in many countries because they provide links between the prescribed school curriculum and out-of-school activities.

The most valuable out-of-school science and technology education is that which is flexibly organized and linked with community problems, as in agriculture, industry and the environment. Activities may be carried out in co-operation with organizations, institutions and projects concerned with community development.

Non-formal Science Education

Non-formal science education for adults is conducted through the facilities of science museums, popular science centres, open universities, mobile science exhibitions, etc. The mass media—cinema, press, radio, television—are an important means for the promotion of non-formal science and technology education. There are, however, limitations to the value of the mass media. These arise from the fact that the general public is difficult to define with the result that programmes risk being too broad and superficial. More over, broadcasting time is often too limited for the adequate treatment of important science and technology issues.

One of the key problems in promoting and developing such programmes is that of identifying and training leaders and organizers to work in this field. An international symposium on the training of those responsible for out-of-school scientific activities (Minsk, Byelorussian SSR, 1985) concluded that training of various types was needed appropriate to the wide range of personnel involved in out-of-school activities such as teachers, scientists, museum curators, journalists, etc. It was recognized that, while the form of training varies from country to country, in most countries it is inadequate in both quantity and quality. At the national level, training courses need to be organized—some on a full-time and others on a part-time basis. On-the-job training is also appropriate for such personnel, and training manuals and other resource materials need to be prepared.

At international and regional levels, both inter-governmental and non-governmental organizations can assist by organizing exchange visits of personnel and support for the participation of such personnel in well-organized activities, such as olympiads and science fairs in other countries. They could also promote greater exchange among countries concerning good training methods for out-of-school personnel. In this connection, the forthcoming Unesco *Source book for out-of-school science and technology education* (to be published in 1986) will provide one means of furthering such exchange of information.

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Selection of Adult Education Instructors : A Study

D. Janardhana Reddy

THE instructor is a key functionary in an adult education programme. It is he who actually runs the adult education centre. The instructor imparts literacy, provides functional skills and generates social awareness among adults. The success of an adult education programme would therefore very much depend on the performance of instructors, and criteria need to be evolved for the selection of instructors. In this context one has to take into account two important factors : (1) suitability of the person for the post of instructor in terms of age, education and experience and (2) acceptability of the person by the adult learners in terms of sex, caste and economic status.

Being in direct contact with the instructors and closer to the situation prevailing in the field, supervisors can formulate better the criteria for the selection of instructors. Keeping this in view a study was conducted in Andhra Pradesh eliciting supervisors' views. The study brought to light some interesting findings. For instance, majority of the supervisors felt that instructors educated upto SSC or 10th class are the most suitable because those with higher qualifications are often on the look out for better financial prospects and thus lack in commitment. It was also recommended that community leaders should be involved in the selection of instructors and as far as possible they should be from the same socio-economic background as the learners.

The Handbook on Training of Adult Education Functionaries published by the Directorate of Adult Education, New Delhi (1978) states : "As far as possible the instructor should be from the same background as that of the majority of the learners.... An important consideration in the selection of instructor is the candidate's standing in the community as a person possessing responsibility and concern. This could be ascertained from the members of the community and from learners wherever possible". The Indian Adult Education Association's Handbook for Adult Education Instructors (1980) observed,

"As the NAEP aims to help mainly the poor sections of the society attempts are being made to also recruit instructors from among the poorer sections". Shah (1983) found that there was a fair amount of correspondence between sex and age structure of both instructors and learners. He also opined that the factor of correspondence between learners' and instructors' socio-economic background should play a positive role in strengthening the programme. Aikara (1985) observed, "persons with lower educational attainment are increasingly recruited as instructors. To what extent persons who have hardly completed elementary education are able to function effectively as teachers of adults in literacy, functionality and social awareness is a question that needs to be looked into".

At present there are no clear guidelines on the selection of instructors. Aikara (1985), in his fourth evaluation report, remarked that the "adult education programme has not laid down any requirements for the instructors such as educational qualifications and experience in teaching". Hence it is proposed to study certain factors facilitating the selection of suitable instructors for the programme of adult education.

Objectives

—to identify suitable age and educational qualifications for the appointment of adult education instructors.

—to ascertain the need for homogeneity in the socio-economic background (sex, caste, economic status) of instructors and adult learners.

—to find out the need for involvement of village leaders in the selection of instructors.

Tool

A questionnaire was developed for this purpose to elicit information from the respondents on various issues relating to the selection of suitable instructors. The questionnaire consisted of both 'open ended' and 'closed' type questions.

Sample

Supervisors working under adult education programme in the state of Andhra Pradesh formed universe for the study. The supervisors were selected as subjects for the study becase they are actually the persons who identify the instructors and oversee their performance at the field level. The questionnaire was administered to a sample of 70 supervisors, who attended adult education training programmes conducted at Sri Venkateswara University, Tirupati.

Out of the 70 sampled supervisors, 62 were men and 8 women. The age-wise distribution of the sample showed that a majority of the respondents (46%) were in the age group of 20-30 years, followed by 34 per cent in 31-35 years age group. The mean age of supervisors was 29. The caste-wise break-up was : Forward castes—38% ; Backward classes—36% ; Scheduled castes—20% and Scheduled Tribes—6%. As regards the length of service, a vast majority (61%) of the supervisors possessed 2-3 years of experience. Only a small percentage (6%) of the sample had worked for less than one year.

Results and Discussion

Age

Table 1
Suitable age for the selection
of instructors

Age	Frequency	Percentage
15-19	7	10
20-30	36	51
31-40	21	30
41-50	6	9
Total	70	100

As seen from Table-1, more than half of the supervisors (51%) indicated 20-30 years as suitable age for the appointment of instructors; 30 per cent of the sample preferred 31-40 years of age. The above two age groups accounted for 81 per cent of the sample. Hence it is concluded that persons in the age group of 20-40 years, preferably 20-30 years, are suitable for selection as instructors.

Education

Table 2

Suitable education for the selection of instructors

Education	f	%
7-9th class	9	13
10th class	50	71
Intermediate	11	16
Total	70	100

The data presented in Table-2 show that vast majority of the sample (71%) indicated 10th class (SSC) as suitable educational qualification for the appointment of instructors. Only a small fraction of the sample (13%) mentioned 7th-9th class as suitable qualification while 16 percent preferred intermediate education (10+2 stage). It is noteworthy that no supervisor mentioned degree holders as the right persons for appointment as instructors.

Unsuitable educational qualifications

Table 3

Unsuitable educational qualification for instructors

Education	f	%
Bachelor Degree/ P.G. Degree	21	30
Below 9th class	49	70
Total	70	100

When asked to state unsuitable qualifications, a large percentage (70%) of the supervisors opined that 9th class and below was unsuitable qualification for the appointment of instructors.

Some of the reasons given for this response were : lack of general knowlege ; lack of proficiency in the language ; lack of social awareness and functional skills ; inability to follow teaching/learning materials ; inability to maintain records. 30 percent of the supervisors mentioned Bachelor Degree and P.G. Degree as unsuitable for selection as instructors. Reasons offered for this answer were : they do not concentrate on teaching as they are usually busy trying for jobs elsewhere, superiority complex, and equal qualifications as that of supervisors. (Table-3 presents the data).

Factors of Homogeneity

Caste

Table 4

Homogeneity in the caste of instructors and learners

Caste	f	%
Same caste	52	74
Different caste	18	26
Total	70	100

It is evident from Table 4 that majority of the supervisors (74%) favoured selection of instructors from the same caste as that of the learners. However, about 26 per cent of the supervisors were not in favour of correspondence between the caste of instructors and learners. Reasons mentioned for homogeneity in the caste were :

Instructors will have better understanding of customs and beliefs of learners ; they are enthusiastic about developing people of their own community, and will have good social contacts with learners ; learners will give more respect to the instructor of the same caste ; there is more affinity towards the people of the same community ; learners and instructors would mix freely ; it would be easy for instructors to motivate learners.

Economic status

Table 5
Suitable economic status of the instructor

Economic Status	f	%
Poor	59	84
Rich	11	16
Total	70	100

It is clear from Table-5 that an overwhelming majority (84%) of the supervisors favoured selection of poor persons as instructors of adult education centres. Only a small percentage (16%) of supervisors preferred instructors belonging to rich class. Interesting reasons were given in support of appointment of instructors belonging to poorer sections. These were : economic help would be provided to the educated unemployed youth ; and they would work hard because of fear of losing job.

Sex

As to who should run women's centres, over 81 per cent of the respondents felt that these should be run by female instructors only. However, about 19 per cent of the supervisors did not attach much importance to the issue and said that instructors from either sex could be selected for women's centres. Those who suggested selection of only female instructors for women's centres, gave the following reasons : women learners may feel shy before male instructors ; they are not usually able to discuss freely with male instructors ; husbands may not permit their wives to attend the centre run by a male instructor. parents may not permit their daughters to attend the centres run by a male instructor ; male instructors will not have an understanding of women's problems ; female learners like only female instructor ; free mixing of the two sexes does not have social approval in our villages.

Harijan Centres

Table 6
Suitable instructors for Harijan centres

Caste	f	%
S.C.	42	60
Non S.C.	5	7
Any one	23	33
Total	70	100

As seen from Table-6, a large number of supervisors (60%) favoured appointment of Harijans as instructors in the centres meant for Scheduled Caste (S.C) learners. However, 33 per cent felt that persons of any caste might be appointed. A small minority (7%) stated that only non-Harijans should be appointed for S.C. centres as it would help in eradication of untouchability. Reasons given for the selection of Harijan instructors for Harijans centres were : learners will mix freely ; learners will identify with the instructor better and hence communicate more freely ; instructors will have a better understanding of learners' customs and beliefs ; instructors will evince interest in the development of their community.

In answer to a separate question, majority of the supervisors (60%) opined that learners from upper castes would not attend centres run by Harijan instructors. This trend shows that the evil of untouchability is still prevalent in our villages. However, 40 per cent of the respondents did not subscribe to the above opinion.

Involvement of community leaders

Table 7
Community leaders' involvement in the selection of instructors

Response	f	%
Yes	50	71
No	20	29
Total	70	100

When asked about the involvement of community leaders in the selection of instructors, over 71 per cent of the supervisors were in favour of it and about 29 per cent opposed it. Reasons given in support of involvement were : adult education programme is a people's programme and hence community leaders should be consulted ; village leaders know the temperament and sincerity of eligible candidates ; this is one way of getting their cooperation and they will provide necessary facilities for the centre ; learners have respect for community leaders ; if not consulted leaders might create problems. The supervisors who were not in favour of involvement of local leaders gave the following reasons : village leaders will recommend their followers and relatives, ignoring the merit ; candidates of leaders will not run the centres properly.

Mode of Selection

Lastly, the supervisors were asked as to how they would resolve the problem of selection if the number of candidates for the post of instructor is large. The respondents suggested that the problem could be resolved by selecting a person with high educational qualifica-tions/a person of learners' choice/a person commanding respect in the village/a person of the same caste as that of the majority of the learners/a person who stood first in the written test/a person recommended by a village-level committee.

Conclusion

There is no denying the fact that the instructor is the kingpin of an adult education programme. Hence, proper care should be exercised in selecting instructors. The findings of the present study may be summarised as follows : (1) suitable age for instructors is 20-30 years, (2) suitable educational qualification is S.S.C. (10th class), (3) the socio-economic background (sex caste, economic status) of the instructor should be as far as possible the same as that of learners, (4) community leaders should be involved in the selection of instructors.

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Attitude Towards Fertility Regulation : A Study

Madhu Bala Saxena

Over population is one of the main causes of India's poverty. Unlike as in multitude of other living beings, fertility in human beings cannot be considered a purely biological function. It is conditioned and controlled by social and psychological factors.

The present study was conducted to find out the social and psychological dimensions of fertility behaviour and has important implications in the context of National Family Welfare Programme which does not seem to have met with the desired level of success.

Fertility behaviour of human beings, says the author, is conditioned and controlled by social and psychological factors which can be controlled through education to overcome the problem of over-population which has almost nullified all our developmental efforts. Presented here are the findings of a study conducted in, Agra keeping this viewpoint in mind.

Objectives

The study was carried out with the following objectives :

— To observe the general nature of discussion or verbal exchange regarding fertility control;

— To assess whether the respondents were aware of the present population situation and, their attitude towards small family norms;

— To find out whether the age of respondent has any bearing on the acceptance of fertility control;

— To study the impact of education on fertility control;

— To ascertain the socio-economic correlation of fertility control;

— To determine the effect of living children on fertility control;

— To elicit respondents' reasons for not accepting fertility control; and

— To elicit reasons for accepting fertility control.

Sample and Methodology

The study was conducted in Agra adopting the random sampling technique. The sample comprised 200 married females above 15 years, irrespective of their religion and caste. The responses were analysed with respect to factors like age, education, socio-economic status and parity. All the respondents were interviewed personally with a view to determining their attitude towards fertility control.

Findings

General nature of discussion regarding fertility control The respondents were asked if they had discussed the issue of fertility control with others and their responses were as shown in Table 1.

It was observed that while 2.40% women were shy 2.5% did not have any knowledge about the issue. Maximum number of women (44.5%) said that they had discussed freely with their friends or neighbours, while 28.0% had talked about it freely with their relatives.

Attitude towards fertility control Respondents' attitude towards fertility control was as shown in Table 2.

It was surprising to observe that only 28.0% respondents were in favour of fertility control and 48% did not believe in fertility control.

Variables of attitude Age : It was significant to note that respondents in the age-group 26-30 years were more willing to accept fertility control followed by women in the age group 31-35 years. (See table 3 on page 22).

Table 1
General nature of discussion about fertility control.

Group	General Nature	No. of females	Percentage
1.	Respondents discussed freely with their neighbours/ friends	89	44.5
2.	Respondents discussed freely with their relatives	56	28.0
3.	Respondents hesitated in discussing	48	24.0
4.	Respondents did not know about the issue	5	2.5
5.	No Response	2	1.0
	Total	200	

Table 2
Attitude towards fertility control

S. No.	Attitude	No. of cases	Percentage
1.	Did not believe in fertility control.	96	48.0
2.	Believed in fertility control.	56	28.0
3.	Had not thought about the issue.	41	20.5
4.	Ignorance/No response.	7	3.5
	Total	200	

Education This is perhaps the most important variable. It is a direct and powerful index of a woman's status and a very important factor influencing her age at the time of marriage, her propensity to be in the labour market, her specific position in occupational hierarchy, moreover her attitude towards small family size, and more importantly the regularity in and efficient use of contraceptives. All these factors in turn have a significant bearing on fertility. Table 4 summarises the results of an analysis of attitudes in relation to their education.

The result showed that willingness increased with the level of education. Higher level of literacy inculcated a sense of responsible parenthood and

women with no schooling had a negative attitude towards fertility control.

Income It was found to affect motivation to fertility control to a great extent. An increasing tendency in favour of fertility control with rising per capita income can be seen from Table 5. It was not surprising to find that respondents from lower income groups were normally against fertility control. This attitude among respondents from higher income group could be because they were better educated, more aware and also less rigid in their religious beliefs.

Number of living children Two hundred multiparous couples were interviewed and their opinions evaluated. A positive relationship was observed between the number of living children and age. With advancing age there was an absence of a conscious and deliberate attempt to check fertility, and in the case of acceptors it could be presumed that they had planned their families by using some family planning method.

It is apparent from Table 6 that people having 3 or more children did not seem to be conscious of the problem of population explosion and only a minority supported it.

Reasons for not accepting fertility control The respondents were asked reasons for not accepting fertility control. The answer, it was expected, would also reflect the respondents' attitudes. Out of 200 females, only 56 believed in fertility control. The remaining 144 did not believe in fertility control for some reason or the other. Their reasons are listed in Table 7 p. 24.

Table 7 reveals that maximum number of the respondents thought that "fertility control would not solve their economic problem". This attitude was found among women from relatively low socio-economic status. However, social values, economic problems and religious taboos were also found to influence fertility behaviour. 6.2% females reported their willingness but their husbands did not like it. Of course, the females were not in a position to persuade and convince their husbands to accept. Desire for son was another reason for more children. Also respondents had a fear that fertility control would affect their health adversely or could cause infection which may in some cases even lead to death. 6.9% respondents felt that a child is a gift of God and fertility control would amount to committing sin. Another 3.5% felt that more children were desirable because even if one child dies, others would be there to support them.

Reasons for accepting small family size A small majority of the respondents were in favour of a small family and their reasons for it were as shown in Table 8.

Table 3
Age and attitude to fertility control

| Age (in yrs.) | No. of respondents | Fertility control | | | |
		Not believed	Believed	Had not thought	Ignorance/no response
15—20	9(4.5)	2	—	3	4
21—25	39(19.5)	18	10	10	1
26—30	67(33.5)	37	19	9	2
31—35	48(24.0)	23	17	8	—
36—40	29(14.5)	9	9	11	—
41+	8(4.0)	7	1	—	—
Total	200	96 (48.0)	56 (28.0)	41 (20.5)	7 (3.5)

Figures in parentheses indicate the percentage.

Table 4
Education and attitude to fertility control

Attitudes	No. of respon-dents	Illit.	Primary	<Higher Secon-dary	Higher Secon-dary	Inter	Graduate	Post Grad.
				Educational level of respondents				
Not believed	96 (48.0)	25	27	23	6	2	6	7
Believed	62 (31.0)	11	5	13	14	7	7	5
Had not thought	35 (17.5)	13	9	7	4	—	2	—
Ignorance/ No response	7 (3.5)	2	1	3	—	1	—	—
Total	200	51 (25.5)	42 (21.0)	46 (23.0)	24 (12.0)	10 (5.0)	15 (7.5)	12 (6.0)

Figures in parentheses indicate the percentage

Table 5

Income and attitude to fertility control.

Socio-econo-mic status	Monthly Income (Rs.)	No. of cases	Not believed	Believed	Had not thought	Igno-rance	No response
			Fertility control				
Group I	<250	54 (27.0)	33	2	16	3	
Group II	251—500	77 (38.5)	32	23	18	4	
Group III	501—750	49 (24.5)	23	19	7	—	
Group IV	751—1000	12 (6.0)	5	7	—	—	
Group V	1000+	8 (4.0)	3	5	—	—	
Total		200	96 (48.0)	56 (28.0)	41 (20.5)	7 (3.5)	

Figures in parentheses indicate the percentage

Table 6

Attitude by number of living children.

No. of living children	No. of respondents	Did not believe	Believed	Had not thought	Ignorance/No response
		Fertility control			
1.	26 (13.0)	19	4	—	3
2.	39 (19.5)	19	8	12	—
3.	55 (27.5)	14	23	16	2
4.	33 (16.5)	9	11	13	—
5.	29 (14.5)	19	9	—	—
6.	11 (5.5)	9	1	—	1
and more	7 (3.5)	7	—	—	—
Total	200	96 (48.0)	56 (28.0)	41 (20.5)	7 (3.5)

Figures in parentheses indicate the percentage.

S. No.	Reasons	No. of respondents	Percentage
1.	Did not think that fertility control would solve their economic problem.	32	22.2
2.	Health hazard.	18	12.5
3.	More sons give more protection.	14	9.7
4.	Business/Agriculture needed more children.	13	9.0
5.	They could afford more children.	12	8.3
6.	Fear of God.	10	6.9
7.	Greater the number of children, higher the social reputation.	9	6.2
8.	Husband did not like.	9	6.2
9.	Religious restriction.	8	5.6
10.	Family reputation minimized.	7	4.9
11.	Lack of awareness about the issue.	7	4.9
12.	Death of one child could be compensated by the other.	5	3.5
	Total	144	

Table 8
Reasons for acceptance.

S. No.	Reasons	No. of Respondents	Percentage
1.	Individual care to every child.	21	37.5
2.	Financially better off with a small family.	16	28.6
3.	Could not afford more children	13	23.2
4.	Could not attend to domestic work with more children.	6 6	10.7 10.7
	Total	56	

Discussion

Education, age and fertility are three inter-related variables. While the effect of age on fertility can be measured directly, the effect of education on fertility can only be judged through the intermediary variable, i.e., age. With education, age at marriage increases and subsequently fertility is lowered in more than one way.

Education level and income level are parallel to one another. Education makes people rational in thinking and modern in outlook. They become conscious of the cost of rearing a child and do not want to add additional responsibilities that may bring down their economic status in due course.

To sum up, education, higher income and younger age were found to be dominant factors affecting peoples' attitude towards small family norm positively.

Further, on the basis of the study's findings in general, the following points are being suggested for consideration while formulating any programme of population control.

— Need for a multidisciplinary approach with due emphasis on social and cultural aspects.

— Manipulating through social programmes, the psychological traits of individuals. The programme must include services which will act upon group and community processes in order to influence individual attitudes, values, beliefs, perceptions, orientation to life and motivation for higher goals of life so that the individual is ready to control his/her life situation. Unless individuals in our society become modern in respect of these psychological traits,

Continuing Education : Conceptual Analysis and Research Possibilities

P. Behera

People's expectations from the educational system to a large extent are determined by their needs which in turn keep changing with scientific and technological developments. But, says the author, there is always a timelag before change affects formal education. To cope with this and also to prevent obsolescence of knowledge of the educated we need a system where there is provision for continuous education or learning. The article while conceptually analysing continuing education also identifies research possibilities in the area.

THE accelerating pace of scientific and technological development has resulted in unprecedented changes with significant influence upon human life. Such changes in turn give rise to changes in people's needs with a demand for corresponding changes in the nature, scope and pattern of education in that particular society. But there is always a timelag before change affects formal education, and a further timelag before the schools produce a generation equipped with new knowledge. Thus a society cannot be expected to depend solely upon formal schooling. Besides, the problem of obsolescence of knowledge is also there for those who have passed out of the formal system. Thus an ideal system of education would be one which facilitates continuous learning. As the International Commission on the Development of Education (1972) observed, "...tomorrow's education must form a co-oriented totality in which all sectors of society are structurally integrated. It will be universal and continual. From the point of view of individual people, it will be total and creative and consequently individualized and self-directed." Of late there has been a growing consciousness among the educators regarding the need for continuity in education.

Concept of Continuing Education

Continuing Education (CE) is based on the principle of lifelong education. There can be two forms of continuing education, namely, structured and unstructured. Structured form will include all the organized programmes of education whereas unstructured which can also be called incidental education is that which we acquire incidentally, without any pre-planning.

Thus, CE in the above sense will include all education—pre-school, primary, secondary, post-secondary, tertiary education of different groups like youth, workers, and adults; informal education, and so on. This stand has been taken by many experts like Margaret Mead, P. F. Drucker, A.S.M. Kely, and M. S. Mehta who have discussed continuing education in its various forms making lifelong education its basic philosophy. But here, while dealing with the research possibilities in CE the authors have taken into consideration organized programmes of CE covering various groups of learners. Such programmes of CE can be in different forms, depending upon the purpose. For instance, there can correspondence courses; part-time study, own-time study, updating and refresher courses; mass-media communication; sandwich courses; preparatory courses; courses leading to degrees and diplomas; leisure time programmes; courses leading to increase in awareness regarding social, economic and political issues or health and hygiene; adult education follow-up programmes, etc.

As CE covers all aspects of life, catering to all sections of society, providing such an education should not be considered the duty only of the educational institutions. It should be the endeavour of all institutes and organizations in society. The International Commission on Development of Education (1972) made this point in the following words : "Instead of delegating educative power to one, single, vertical, hierarchical structure constituting a distinct body within society; all groups, associations, unions; local communities and intermediary organizations must take over their share of educative responsibility".

Continuing education takes place through formal system as well as in non-formal settings. For instance, a son of a farmer learns how to plough the land through what we can call apprenticeship or informal training, and to quote International Commission once again, "...it seems that what is needed in an unprecedented demand for education is not a system, but an un-system." Thus, non-formal and informal channels like libraries, museums, theatres, TV and radio should be actively involved in continuing education programmes.

CE and Adult Education

The terms adult education and CE are often used synonymously though there is difference between the two in the Indian context. Adult education is generally understood to be education addressed to a specific age group with respect to a certain minimum standard of education. But CE is not limited to such an age group or level. It includes all those educational programmes which provide a continuity between what has already been learnt and what is to be learnt. A learner does not necessarily have to go in for formal education programme in order to continue his education. He or she can educate himself or herself even through a simple experience. In this sense CE is a broader concept than adult edu-

cation, and all the programmes of adult education including the literacy programme, which facilitate further learning can be termed as CE. However, in developed countries adult education is not different from CE and is meant for learners who have completed formal schooling. This, however, cannot be the case in our country because of the simple reason that majority of our people have never been to school, and they cannot be ignored while discussing not just educational issues but any national issue for that matter.

Adult as well as continuing education are based on the philosophy of lifelong education stressing education as a process rather than an end at some stage. Adult education is thus part of CE which highlights the importance of a particular age group, i. e., adults. CE is also often referred to as follow-up programme of adult education. Thus it is not CE which is part of adult education but vice versa.

CE and Extension Education

Extension education includes those educational provisions which are extended to the aspirants who are not inside the formal stream of education, or who are there in the formal stream but would like to gather knowledge of different disciplines or fields. The educational provisions are provided outside the boundaries of a formal rigid system of education. These activities may cover persons who have been to a formal school and in this sense it can be termed non-formal, or even adult education if the beneficiaries are only adults. Another category of beneficiaries of extension education activities can be of those who had left school before completing (drop-outs) a particular level and want to continue education. In

such a case extension education can take the form of distance education; school extension programme, non-formal education or adult education, depending upon the nature of the learners. A third category of extension education beneficiaries can be of those who after completing their education are in different occupations and want to refresh or update their knowledge. There can be many types of such extension services—university extension and continuing education services ; agricultural extension service ; continuing extension services for industrial workers and so on. Thus extension and continuing education have many common elements and serve all those persons who desire education irrespective of their educational level and purpose.

CE and Social Education

Social education, a name given to adult education, came into existence in the middle of the nineteenth century in the Western countries because of the increasing complexity of life and the greater need for economic efficiency, more knowledge and richer cultural life. People started thinking about the social role of adult education and greater emphasis came to be placed on social and citizenship education. In India too after independence adult education was understood as social education. The 1955 report of the Ministry of Education, Government of India on Teachers Handbook of Social Education observed, "Social education as Adult Education standing on its feet instead of doing so on its head ..furnishes the true perspective in which an individual has to see 'why' and 'what for' of all his efforts. In doing so it absorbs the content of adult education, but gives it a

new orientation". The term social education is closer to CE in its purpose and scope than adult education. But depending upon the urgency of needs of a particular nation, the age limit is applicable in social education also, just as it is in adult education. But true to its nature and functions it ought not restrict itself to any age group. It, as the name itself suggests, should be education for all with focus on the social aspect of people's lives.

CE and Correspondence Education

Correspondence system of education provides education through postal service or contact programmes or through mass media, to those who due to various reasons cannot come to the formal educational settings. Thus correspondence education can be a means of continuing education provided it is restricted not only to formal education courses and covers a wide variety of courses depending upon the demands of the learners.

CE and Lifelong Education

Conceptually one can hardly point to any difference. Once we affix the term programme with continuing education, its cannotation is restricted to a particular type of educational programme. For instance, we can have continuing education programme for adults, for workers, for legislators and other groups. On the other hand, lifelong education implies that education is a process which continues for life and all forms of education should aim for this goal. It is not based on the idea of education as preparation for life rather it is based upon the conviction that education is a continuous lifelong process (Kely, 1962). So once we accept this stand, all other educational activities like adult education, workers' edu-

cation, continuing education programmes etc. can be understood as functional aspects of lifelong education.

Nature and Scope of Research in Continuing Education

The purpose of research, if it is related to a system or programme, is to clarify the main concepts and analyse the relationships among the components of the system as well as subsystems which will help to understand the system better, to remove lacunae if any, and to make suggestion for further improvement. Continuing Education in India is an emerging field. Very few researchers have investigated into various aspects of CE. One can hardly find any research related to conceptual clarification in the Indian context. Though Unesco has published volumes on the concept of CE there is a need to clarify the concept of Continuing Education in the context of our own country. Some of the questions that researchers can address themselves to are : What is continuing education ? Which is the right place for a particular form of Education ? Who does what in CE ? Continuing Education for whom ? Continuing Education for what ? How it should be orgainzed ? Who should teach ? How he should teach ? How it should be managed ?

(1) Organizational Aspects of Continuing Education

As stated earlier, CE programmes should be organized by a number of institutions. Therefore, there is a need to identify appropriate organizational, managerial and administrative structures making indepth study of evolving and implementing different models. This can be done by evolving models and testing their feasibility.

(2) Surveying Profiles of the Learners

Learners' needs and characteristics determine the goals, content, methods and all other functional aspects of CE programmes. Hence there is a need to survey interests, motivation levels, vocational interest, etc., of the learners.

Curriculum Formulation and Evaluation in CE

One important area of research in CE is the formulation and evaluation of curriculum. While framing curriculum, factors like the characteristics of the learners, the objectives of the programme at national and regional levels, and the geographical differences should be taken into consideration. To find out how functional the curriculum is, the researchers need to formulate curriculum for different groups and try it out. There is also a need to establish clear cut criteria against which the functionality of the curriculum can be evaluated. Curriculum can be an important factor for raising the motivation level. For instance, a 40-year-old farmer may not be motivated to learn 3 R's but if the curriculum is linked to his profession his motivation to join Adult or Continuing Education programme may increase.

Teaching Methods and Use of Mass Media

With the advent of modern technology and new media, the concepts of teaching and learning have changed significantly. The researchers will be required not only to keep pace with the present developments, but will also have to explore the new trends like the use of PLM, Computer Assisted Instruction and New Media like T.V. and Video for possible use in CE programmes. Researchers will have to carry out a lot of experimental work to find out the feasibility, usability and effectiveness of different methods, media and models for different disciplines and groups.

Economics of CE

Maximum utilization of human as well as physical resources is particularly significant in the context of a developing country like India which is deficient in financial resources. Thus costs-benefit analyses of CE programmes at institutional, regional and national levels need to be done. Another area of research is the marketing aspect or management of CE programme, that is, in terms of inflow of resources and consumption of their output. Study of these factors becomes important specially if it is a private enterprise with different organisations competing with each other in terms of their output or products. The product analysis of CE programmes is also an important area of research. The researcher can analyse and compare the programmes of two or more institutions imparting education in the same or related fields.

Programme Evaluation

At present there is no model available in our country to evaluate the programmes of CE at different levels. Researchers should work in this area and try to evolve different practical models of programme evaluation. The work of a researcher is not over with the evolving of a model. He has to see how it functions in different situations. Evaluation model can vary depending on the programme. Sometimes learner-analysis model can found to be useful and in other cases process-evaluation model can serve the purpose better. Intensive research work will be needed

to work out effective model of evaluation for different programmes.

Developmental Survey

Continuing education is not a new concept. In the past, too, many institutions in India organized many CE programmes though these were known by different names. A study of the factors responsible for the growth and development, or even failure, of such programmes can make an important contribution towards organising the current programmes of CE.

Though there has been a growing consciousness among the academicians in our country regarding the need for research in CE, hardly any work has been done towards this end. Our planners' faith in adult and continuing education has been well reflected in the Seventh Five Year Plan. Now it is for the researchers to help the planners by doing meaningful research in differnt aspects of CE education.

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change towards fertility behaviour can not be expected quickly.

-- Purely economic incentives can not be of much use in maintaining and increasing the tempo of the programme in the country. People should be liberated first from poverty by allowing them access to resources, production tools, credit facilities, employment opportunities, and also by romoving inequalities in the distribution of public facilities and increasing their participation in decision making at local and national levels.

— Proper population and health education to the masses, taking into consideration the social and religious aspects of the people's lives

in order to change their attitude. This may be achieved through proper counselling and use of various audio-visual aids.

— Family planning education to primipara in the lower socio-economic group should be given soon after delivery.

— Extension of adequate facilities to people in rural and remote areas.

The relationship of attitude with fertility and the small family norm is very crucial and calls for further research into such variables as decision-makers in the family and authority of elders on married couples, practice of traditional customs, and adherence to prevalent values, norms and mores.   ●●●

Research Priorities in Non-formal Education for Women

Uma Joshi

THE importance of non-formal educa-
tion as an instrument of change,
especially for women, cannot be over
emphasised. In developing countries
like India, non-formal education (NFE)
is expected to help women raise their
status in society; become economi-
cally independent; improve their own
and their family's standard of living;
become aware of political, social and
economic problems; and realize their
contribution in solving these problems.
For making NFE an instrument of
change for women, there is an urgent
need to conduct researches to know
women fully—their environment, needs
and interests, attitudes, and so on.

*Stressing the need to make identifi-
cation of women's needs and problems
an area of on-going research because of
the continuous change being effected in
their role due to social and technologi-
cal changes, the article discusses briefly
some research priorities in non-formal
education for women.*

As for research in the area of non-
formal education for women in our
country we are still at the stage of
gathering facts, using simple methodo-
logy and design. Reports of such
studies can hardly lead to any concrete
generalizations. Gaps in research in
the area in general are numerous. Under
such circumstances the need to identify
priority areas for research becomes
imperative.

The following are the four broad
areas which need to be assigned priority
for making our research activities in the
field more problem oriented and
relevant.

— Curriculum preferences and needs
of women.

- Motivation of women for NFE.
- Teaching methods and materials.
- Attitudes of women towards NFE.

Curriculum Preferences and Needs of Women

Planning curriculum for NFE is a difficult task as there is no fixed structure to base the programme on. For formulating the plan and structure of a NFE programme, the curriculum preferences and needs of various groups of women will have to be identified. This, however, cannot be a one-time activity because women's role is continuously being affected by social and technological changes. Identification of their needs and problems, therefore is an area which requires on-going research.

Various techniques such as checklists and interview schedules, direct contact with individuals and their community in general can be used for finding out the needs and curriculum preferences of the women.

Motivation of Women for NFE

Many non-formal and adult education programmes in our country have been unsuccessful mainly because of lack of motivation on the part of learners.

While identification of women's curriculum preferences and needs can take care of the problem of their motivation to a large extent, there are factors which can be investigated for further strengthening their participation in the programme. The problem of motivation can be at different levels. For instance, there can be women who do not participate at all in the programme, there can be others who join the programme and then drop out, and

there can be yet others who remain passive learners or observers in the class. Research into factors affecting women's level of motivation could facilitate adoption of a suitable approach to motivate them to attend classes. Factors like place and time for conducting classes, for instance play an important role and need to be studied. Again, reasons for participation in the programme—whether for learning or acquiring knowledge, or self-employment or raising the standard of living or just passing time—also could be identified and motivation strategy be adopted accordingly.

Teaching Methods and Materials

It has been observed that many learners drop out because they find class room teaching formal and monotonous, or the presentation of the reading material uninteresting. These factors acquire added significance because they can be controlled to a large extent. An adult educator may not be able to do much to motivate a learner who has some personal problem, to come to the class but he or she can certainly contribute a lot towards sustaining learners' interest if they are unwilling to attend the class because they find the instructor's method of teaching or the reading material uninteresting. Considering the controlability with regard to these two factors, the need to have extensive research in the area becomes greater.

The conventional teaching methods and materials have not been found to be very effective for teaching adult women who have different problems and varied interests, and are often not strongly motivated. Research in this area could help to develop effective me hods and materials which would help in increasing women's participation and

sustaining their interest. How to develop a multi-media approach for teaching women could form an important topic for research. Studies could also be conducted to know directly the preferences of women with regard to methods of learning.

Experiments could be conducted to study the effectiveness of participatory approach in teaching women in NFE classes and sustaining their interest and motivation.

Effectiveness of self instructional materials could also be tried out with women.

The role of mass media in imparting NFE to women, again, is an area with a lot of petential for research.

Attitudes of Women towards NFE

Attitude of women towards NFE is also an important area for study as the attitude of an individual plays a significant role in determining his/her willingness to attend a programme.

Studies on attitudes could be conducted in informal ways, such as, through group and personal meetings. Simple questionnaires or interview schedules and scales for measuing their attitude could also be used.

Research on women's attitude before and after the programme could help to identify factors responsible for change in their attitude, thus facilitating elimination of factors promoting unfavourable change.

Apart from the above four priority areas for research in NFE for women, there are other areas which also need investigation. Some of these are evaluation and follow-up, and administration and management of NFE Programmes for women. Also, research could be taken up to identify training needs of the instructors conducting the classes.

If we want our NFE programme for women to have a practical outcome, we will have to base it on the research findings in the above areas. ●●●

V. S. Jha Passes Away

We deeply regret to record the death of Dr. V. S. Jha, former President of the Indian Adult Education Association in Jabalpur (MP) on November 9, 1986. He was 87.

Dr. Jha was Vice-Chancellor of Banaras Hindu University, President, IAEA (1956-57) and Member of the Education Commission (1964-66).

To mourn his death, the Association organised a condolence meeting at its headquarters in New Delhi on November 18, 1986. Prof. M. V. Mathur, former Vice-Chancellor of Rajasthan University and a close associate of Dr. Jha presided. Among those who attended the meeting were Dr. S. C. Dutta, President, IAEA, Dr. S. C. Bhatia, Professor of Adult and Continuing Education, Delhi University, Dr. A. K. Sen, Professor, National Institute of Health Education, Mr. B. V. Bhakt Priya, Deputy Director, Directorate of Adult Education and Mr. J. C. Saxena, Hony. General Secretary, IAEA.

The meeting passed the following condolence resolution :

"The meeting of Members and Staff of the Indian Adult Education Association held in New Delhi on November 18, 1986 places on record its deep sense of sorrow on the sad demise of Dr. V. S. Jha, former President of the Association.

With his death, the country has lost a distinguished educationist, a great visionary and an able administrator.

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

ADULT EDUCATION NEWS

IAEA Elects New Office Bearers

Dr. S. C. Dutta, former Chairman of the Asian-South Pacific Bureau of Adult Education has been elected President of the Indian Adult Education Association.

The Council of the Association at its meeting in Surat on October 28, 1986 elected the following Office-bearers and Members of the Executive Committee :

President
Dr. S. C. Dutta

Vice-Presidents
Shri B. S. Garg
Shri K. C. Choudhary
Prof. Nanubhai Joshi
Shri R. N. Mahlawat
Dr. (Smt) Asha Dixit

Treasurer
Prof. B. B. Mohanty

General Secretary
Shri J. C. Saxena

Joint Secretary
Shri L. Vedapuri

Associate Secretaries
Shri Bhai Bhagwan
Shri K. L. Zakir
Smt. Kamala Rana
Shri N. C. Pant

Members
Dr. L. Perumal
Shri K. N. Srinivasan
Prof. Yashwant Shukla
Smt. Sheela Trivedi
Shri M. M. Hoda
Shri K. R. Susheele Gowda
Dr. M. V. Sudhakar Reddy
Dr. G. S. K. Nair

The out-going President, Barrister M. G. Mane will also be the member of the Executive Committee.

I.A.E.A. BOOKS IN ENGLISH

		Rs. P.	U.S. $
1.	History of Adult Education in India by S. C. Dutta		
	Paper Back	45.00	8.00
	Hard Cover	60.00	10.00
2.	Role of Adult Education & Mass Media for Civic Education edited by J. C. Saxena and J. L. Sachdeva (1986)	50.00	8.00
3.	Literacy to Liberation Edited by S. C. Dutta (1986)	60.00	10.00
4.	Adult Education Research in India by Salamatullah and S. D. Bareth (1984)	40.00	7.00
5.	Study of Relationship between the Period of Learning and Level of Literacy and Reading Interests of Neo-Literates by Mushtaq Ahmad (1985)	40.00	7.00
6.	Non-Formal Adult Education for Women Edited by J. L. Sachdeva & Asha Vohra (1985)	10.00	2.00
7.	University Adult Education edited by S. C. Dutta & J. K. Friesen (1985)	25.00	5.00
8.	Adult Education for Parliamentary Democracy (1985)	15.00	4.00
9.	ASPBAE Comes of Age edited by S. C. Dutta (1985)	25.00	5 00
10.	Unity in Diversity : Role of Adult Education edited by S. C. Dutta (1985)	10.00	2.00
11.	Development among Rural Women : A Guide Book by Krishna Bai Nimbkar (1985)	10.00	2.00
12.	Towards a Comprehensive Adult Education Programme edited by S. R. Mohsini, J. L. Sachdeva & Asha Vohra (1983)	30.00	7.00
13.	Authentic Development : Role of Adult Education (1983)	7.00	2.00
14.	Research in Adult Education edited by S. C. Bhatia & B. R. Patil (1983)	6.00	2.00
15.	Towards a Dynamic Adult Education Programme (1981)	5.00	2.00
16.	Handbook for Adult Education Instructors (1980)	4.00	2.00
17.	Adult Education Development and the NAEP (1980)	5.00	2.00
18.	Recreational and Cultural Activities in Social Education (1969)	3.50	1.25
19.	Libraries in Social Education (1969)	3.50	1.25
20.	Seminar Techniques—(1966)	1.00	0.50
21.	Workers Education Abroad (1965)	2.00	1.00

Orders may be sent to

INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Estate, 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 Estate New Delhi-110002

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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.

Contributions should be accompanied by either a stamped, self-addressed envelope or by International Reply Coupons. The average length of manuscripts should normally be between 1,500 and 2,000 words. In exceptional cases, articles of bigger length can be accepted. Mimeographed, Zeroxed or carbon copies will not be accepted. Manuscripts should be typed In double space on one side of the paper only, with a 2" margin on foolscap size paper. Footnotes and references should come at the end and not on every page.

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INDIAN JOURNAL OF ADULT EDUCATION

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A Brief Report

J. L. Sachdeva

The four-day All India Adult Education Conference which concluded in Surat on October 28, 1986 urged the Union Ministry of Human Resource Development and the State Education Departments to broaden the contents of the awareness component of the National Programme of Adult Education so as to include science literacy, popularisation of science and technology, and creation of scientific temper.

It asked the Ministry of Information and Broadcasting to conceptualise and sponsor appropriate programmes for the creation of scientific temper. It also stressed the need to establish more Krishi Vigyan Kendras in rural areas and to involve more adult learners in agricultural demonstration programmes.

The Conference urged that more voluntary organisations to popularise science and technology be promoted.

The Conference convened by Indian Adult Education Association in collaboration with Department of Continuing Education and Extension Work, South Gujarat University, Surat was attended by about 300 delegates from different parts of the country.

The Conference was inaugurated by Prof. C. C. Shah, former Vice-Chancellor, South Gujarat University.

Prof. M. S. Trivedi, Vice-Chancellor, South Gujarat University in his chief-guest address said that economic growth did not mean that poverty and ignorance would be reduced. He said that there were some countries in the world where the growth rate was very high, and yet there was lot of poverty and ignorance.

Prof. Trivedi said that adult education has to be designed in such a way that in the process of acquiring literacy, economic conditions of the persons also improve. He said that the aim of adult education should be to help the person at the lowest rung of the ladder.

Barrister M. G. Mane, President, IAEA in his presidential address said that there was an urgent need to intensify Adult Education Programme to ensure people's participation in development and for reducing poverty, disease and starvation.

He said that in spite of various development programmes in the country, the gap between the educated and the illiterate, the haves and have nots had widened. Ignorance of the people was the biggest obstacle in reducing these disparities and it was imperative that Adult Education Programme be taken up on a large scale.

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Barrister Mane said that it was a fact that science was benefiting selected pockets of people while the majority of the population remained rooted in ignorance, and superstitions with suspicious attitude to new advances. No technology had reached rural areas where the women were still steeped in the drudgery of household work, he said.

It was important to create formus where people could obtain basic scientific knowledge pertinent to their way of life. He called upon the voluntary organisations engaged in adult education to inform the people about the hazards of environmental deterioration. They should reach out particularly to the rural poor, he added.

Barrister Mane said that universities should be involved in preparing television programmes meaningful for the rural population, the print media and publishing houses could also help neo-literates by bringing out simple books on science and technology in various languages.

Earlier, Prof. Nanubhai Joshi, Director, Department of Continuing Education and Extension Work, South, Gujarat University in his welcome address said that illiteracy and poverty were the two enemies and unless they were removed the nation would not progress. He exhorted 35 lakh students in the universities to take a lead in providing education to the deprived masses.

Sarvshri G. B. Desai, Registrar, South Gujarat University and J. C. Saxena, Hony. General Secretary IAEA proposed the vote of thanks.

First Plenary Session

The Working Paper of the Conference was presented by Prof. B. B.

Mohanty, Joint Secretary, IAEA and Professor of Oral and Visual Communication, Indian Institute of Mass Communication. While discussing the role of adult education in the promotion of science and technology, he identified three tasks for adult education : development of science literacy, popularisation of science and technology and creation of scientific temper.

Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad speaking on the subject said that adult education has not yet succeeded in creating self-reliant learning community, as a result of which learning has been a monopoly of the few. He said that unless the base of adult education is widened it would be difficult to do anything in the area of promoting science and technology through adult education.

Zakir Husain Memorial Lecture

The Zakir Husain Memorial Lecture for 1986 was delivered by Shri Janardan Rai Nagar, Vice-Chancellor Rajasthan Vidyapeeth, Udaipur on October 26, 1986. In his address, he said that the sacred task of adult education is to build adult citizens of a nation into experienced and knowledgeable persons. He said that adult education should lead to development at various levels—home, neighbourhood, community and nation.

Shri Nagar said adult education should help in national construction and development, world peace and freedom from fear. He said that adult education should help the man to move from evil to good, darkness to light and death to eternity.

Shri B. K. Gadhvi, Minister of State for Finance, Government of India who presided over the function called for

streamlining of the various adult education programmes in the country with a view to reducing massive illiteracy.

The Minister stressed the need for a strong base to provide basic education to the illiterates whereby their minds would be prepared to receive new ideas and they would be brought into the mainstream.

Shri Gadhvi said that special efforts should be made to enrol women in the Adult Education Programme and also to see that they do not drop out after joining the programme. He said that science and technology should be imparted in such a way that it is helpful to learners in their day-to-day work.

Shri J. C. Saxena, Hony. General Secretary, IAEA in his vote of thanks said that inclusion of adult education in the 20-Point Programme was indeed a manifestation of political will for promoting literacy, awareness and functionality. He said that the promotion of science and technology through adult education would make a significant contribution in the nation's war against povery.

Group Discussion

The delegates were divided into four groups to discuss the five sub-themes of the Conference : (a) development of science literacy, (b) popularisation of science and technology, (c) creation of scientific temper and (d) role of voluntary organisations and educational institutions in promotion of science and technology. (e) role of voluntary organisations and educational institutions in the promotion of science and technology.

Symposium on Adult Education

As part of the Conference a symposium on Adult Education and Development was organised on October 27, 1986 in which seven distinguished speakers expressed their views. They were :

Shri Rasikbhai Shukla, Vice-Chancellor, Saurashtra University; Prof. G. B. Shah, Professor of Education, South Gujarat University; Shri Narayanbhai Desai, noted Sarvodya Leader; Dr. Alan Rogers, Secretary-General, Commonwealth Association for Adult Education; Prof. Yashwant Shukla, former Vice-Chancellor, Saurashtra University; Dr. K. S. Pillai, Director, Centre for Adult and Continuing Education, Kerala University; and Shri Virendra Tripathi, Centre for Social Development, Lucknow.

Barrister M. G. Mane in his presidential remarks said that education and development are inter-related. He said that literacy education should be taken up with a missionary zeal, and helping the down trodden should be the first task of adult educators.

Shri J. L. Sachdeva, Director, IAEA proposing a vote of thanks said that the earlier definition of development is no longer relevant. It cannot be measured by GNP rate or consumption of steel per head. He said that development is now measured in terms of how the basic needs of the people for food, housing, drinking water, health education are being met.

A visit to Dumas (seashore) was arranged for the delegates on the 3rd day of the Conference. The South Gujajat University, Jeevan Bharti School and the Municipal Corporation, Surat hosted receptions for the delegates. Cultural programme was specially organised for them on the 26th evening. ●●●

Declaration

The 39th All-India Adult Education Conference, organised by the Indian Adult Education Association, in collaboration with the Department of Continuing Education and Extension South Gujarat University, Surat, and held at Surat during 25-28 October, 1986

Realising the fact that Science and Technology consitute a powerful factor of socio-economic development and progress;

Recognising the important and vital role Adult Education can and should play in the promotion of Science and Technology ;

Keeping in view the mandate flowing from the historic Scientific Policy Resolution (1958) of the Government of India ;

Reiterating the emphasis the Planning Commission has laid on the rapid development of Science and Technology and their application for social change and development ;

Recognising the catalytic role played by the Department of Science and Tecnhology, Government of India, National Council of Science and Technology Communication, Council of Scientific and Industrial Research, Department of Forests and Environment and Indian Council of Agricultural Research and other agencies of the Government ;

Appreciating the significant contribution made by voluntary agencies, both big and small, in the area of science popularisation ;

Considering the issues raised in the Working Paper, views expressed during various sessions and recommendations made by the four Working Groups ;

Hereby declares its commitment, both implicit and explicit, reflected in the faith, enthusiasm, devotion and dedication of the Indian Adult Education Association, and its institutional and individual members, to the theme of the Conference ; reaffirms that the promotion of Science & Technology cannot be accelerated in the absence of a scientific temper in our people ; and resolves that the Association and all its members, both institutional and individual, will whole heartedly work towards the realisation of the goal of development of science literacy at various levels of society; popularisation of science; creation of scientific temper and transfer of technology to rural areas for the removal of drudgery, especially among women.

Resolutions

The Conference also resolves that:

The Ministry of Human Resource Development of the Government of India, and the State Education Departments should broaden the contents of the awareness component of the National Programme of Adult Education, so as to include Science Literacy, Science and Technology Popularisation, and Creation of Scientific Temper.

The Ministry of Information and Broadcasting and the State Information Departments should do all that is possible to popularise Science and Technology through the mass media, and to conceptualise and sponsor appropriate programmes for the creation of scientific temper.

The National Council of Educational Research and Training and the State Councils should accelerate the organization of science clubs in schools, both in urban and rural areas.

The National Council of Science Museums and the Nehru Centre, Bombay, should take their programmes and activities to villages.

The Indian Council of Agricultural Research should establish more Krishi Vigyan Kendras, in rural areas and involve more and more adult learners in the agricultural demonstration programmes.

All the Primary Health Centres and District Industries Centres in the country should have, for each centre, a permanent Exhibition and Information wing to promote educational programmes among the people.

There should be a Vigyan Mandir (Science Centre), attached to the Jana Sikshan Nilayam, conceptualised in the Action Programme of the New Education Policy.

The efforts of organisations like the Kerala Sastra Sahitya Parishad, should be encouraged by one and all, and more and more such organisations are to be promoted.

The Conference once again emphasises that "Science" as Jawaharlal Nehru put it, "ultimately, is a way of training the mind and the whole life functioning according to the ways and methods of science", and appeals to each one in the country to train his own mind so that he is led from untruth to truth.

Role of Adult Education in the Promotion of Science and Technology

B. B Mohanty

In a recent Unesco technical study entitled *Societal Utilisation of Scientific and Technological Research*, it is stated that the process of societal utilization of scientific and technical research must be viewed in a context of complex interactions between science and society, which takes place at various levels of planning, decision-making and implementation. There are different ways in which to view science, technology and the related research and development : as a social process, a social product, a powerful factor of socio-economic development and progress, etc. It is also possible to see science "as a historically determined social phenomenon rooted in the way of life of societies, and a conditioning factor of their well being".

The study of societal utilisation reflects upon "the interaction and interrelationship of the R & D (research and development) system with concerned societal structures on the three levels of the overall process" : identification of the emerging issues or problems, creation

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and development of relevant knowledge, and practical application of results. The internal and external constraints within each level affect the entire process.

The creation and development of relevant knowledge is more relevant to the theme of this conference. The Scientific Policy Resolution, adopted by the Government of India on 4 March 1985, states :

"It is only through the scientific approach and method and the use of scientific knowledge that reasonable material and cultural amenities and services can be provided for every member of the community, and it is out of a recognition of this possibility that the idea of a welfare state has grown. It is characteristic of the present world that the progress towards the practical realisation of a welfare state differs widely from country to country in direct relation to the extent of industrialisation and the effort and resources applied in the pursuit of science". Some of the aims of the Scientific Policy of the Government of India are "to encourage individual initiative for the acquisition and dissemination of knowledge, and for the discovery of new knowledge, in an

"atmosphere of academic freedom" and "to secure for the people of the country all the benefits that can accrue from the acquisition and application of scientific knowledge".

The rapid development of science and technology and their application have been accepted as a major objective of planning in India. The Planning Commission, in the 'Sixth Five Year Plan' (1980-85) had observed : "Science is both an outlook and a value system. Despite the tremendous growth of science, very few scientists have taken upon themselves the responsibility of creating a scientific ethos. The task of creating a scientific temper is a vital necessity for the growth of science and its utilisation in the development process. There is need to create a scientific climate and involve the people in discussions on various issues of science and technology which affect their lives".

The promotion of science and technology cannot be accelerated unless a climate of receptivity and an awareness of the importance of science and technology in modern life are created in the general public. This is possible when science and technology are popularised, that is, interpreted and diffused to the whole population.

The UNESCO Conference on the Application of Science and Technology to the Development of Asia, held in New Delhi in 1968, remarks : "The difficulties of interpreting science to the public are great, particularly in developing countries with a strong rural component (as in Asia), where a large proportion of the population may be illiterate and there are few opportunities for direct contact with application of science and technology.

Nevertheless, it is precisely there that the need for the application of science may be greatest". The conference further observes that there should be universal scientific literacy when it recommends : "In a world which has witnessed an unprecedented acceleration of scientific progress during recent decades, it is widely regarded as necessary that every citizen should have some understanding of science and the language of scientists. Science literacy may have to be developed at different levels : first, for those who may work at relatively unskilled levels, but nevertheless, need some knowledge of science in order properly to exploit life's opportunities, to use public services, to be able to do their own jobs efficiently ; next, for those employed in skill occupations, who need a greater degree of science literacy, since the tasks they perform, the processes they control and the many aids they use are based on scientific principles. At a still higher level, the need is for science literacy of a quality permitting direct contact and communication between the scientist and non-scientist at policy making and executive level".

The Steering Group on Science and Technology and Environment for the Seventh Five Year Plan, constituted by the Planning Commission, while recognising the need to disseminate scientific information into various segments of society, to popularise science and to create a scientific temper, remarks that this is an area of weakness in our S & T scene. The Planning Commission document 'Seventh Five Year Plan (1985-90)' describes sceintific temper as follows :

"Scientific temper is more an attribute of the human mind and of the social decision making process than mere

knowledge about things which are scientific. It is more related to the method of science than to the content of science. The creation of a scientific temper relating to scientific developments and knowledge, and their implications are basic to the large scale growth and utilisation of science by society". According to Jawaharlal Nehru, "Science is not a matter of merely looking at test tubes and mixing this and that and producing things big or small. Science, ultimately, is a way of training the mind and the whole life functioning according to the ways and methods of science".

Man has reached the moon, but there are two theories for eclipses. One theory is for teaching in the class and the other is for practising at home with all the rituals. The professor of biology, who is fully aware of and knowledgeable about the theory and evolution by Darwin, believes in a theory of life, which is totally unscientific and absurd. A physicist, who theorises in the classroom that matter cannot be created or destroyed, believes that a gold wristwatch or a gold pendant can be created out of nothing. Such persons, although highly rational in their scientific investigations, are hopelessly irrational in other matters concerning life. For them science appears to be only a means of livelihood and not a way of life. Unfortunately, they help the society in being superstructured with superstitions.

What about other educated people in society ? In 1950, a cowherd boy in a village near Angul, (Dhenkanal District, Orissa) claimed to have possessed supernatural powers and started curing patients of all diseases with the leaf of a particular plant. Overnight he was known as Nepal Baba and attracted people from far and near. Chartered planes brought businessmen, professionals, politicians and others who were anxious to have a *darshan* of the Nepal Baba and have the 'medicine' mixed with his blessings. The small village of the Baba could not absorb the huge crowds, and for that matter Angul and Dhenkanal and even Cuttack failed to manage the situation. Within a week or so there was an epidemic of Cholera and people died in hundreds and thousands. Both the sides of National Highway touching Angul and Cuttack were full of dead bodies. It was a ghastly scene. The leaf had no medicinal properties. The cowherd boy was tutored to be the Nepal Baba by some vested interests who made a lot of money out of the situation.

In February 1980, there was a total solar eclipse. Puri and Konarak (Orissa), were identified as two out of the few places where one could see the fantastic sight of the total solar eclipse and observe the rare astronomical phenomenon. People were informed over the mass media that it was not advisable to look at the sun with naked eyes. Tinted glasses and exposed dark photo negatives were recommended as protectives. The mass media did not stop at this. A whispering campaign was launched by the mass media with the message that at the time of the total eclipse, there would be snakes, jackals and other wild animals at the sea front. The campaign was so effective that actually at the time of the eclipse there were hardly a dozen or so people at the sea shore, and the entire town of Puri wore a deserted look. Children were locked up in the rooms by their parents, who were under the impact of a fear psychosis, totally illogical and unfounded. In a country like India, where the schools are not equipped with basic instruments and apparatuses to demonstrate the phenomena of solar and lunar

eclipse in the class rooms, children could have seen and enjoyed how the sun was totally eclipsed in gradual phases, a phenomenon which occurs once in a blue moon. This was not to be. The hotels, rest houses, and even the government managed tourist homes did not serve breakfast and lunch to their guests, because according to the 'other theory of eclipse practised at home', nothing should be cooked a few hours before and after the eclipse. This was a living demonstration of the total lack of scientific temper in our society.

While discussing the role of Adult Education in the promotion of Science and Technology, one has to appreciate the fact that it is the adult educator, whose value system and beliefs, both personal and professional, and the resultant actions, influence the role of Adult Education as such in fulfilling its objectives. Some time ago a substantial amount of money was stolen from the cash box of an adult education organisation. Instead of lodging an FIR (first information report) at the local police station, the person responsible for the organisation went to a black magician. What happened further is not important right now. The incident got wide publicity and the credibility of the organisation suffered very much. Adult education was also ridiculed because the concerned practitioners were preaching one thing and practising another.

The Nehru Centre, Bombay, in a statement on Scientific Temper, says: "Scientific Temper is compatible with observation and insight, reasoning and intuition, systematic work and creative impulse. It gives rise to an attitude of mind, which while being conscious of vast areas of ignorance, is nevertheless optimistic about human ability to gradually unravel the mysteries that surround us. In this process, Scientific Temper becomes part of a culture, a philosophy, and a way of life, which leads to pursuit of truth without prejudgement". The Statement further states: "The inculcation of scientific temper in our society would result in our people becoming rational and objective, thereby generating a climate favouring an egalitarian, democratic, secular and universalist outlook. Consequently, scientific temper can not flourish in a grossly inegalitarian society, where 50% of the population lives below the poverty line and almost 70% of our people, especially females, are illiterate. Social justice, widespread education and unrestricted communication are, therefore, pre-requisites for spread of scientific temper and for optimising the results of science and technology".

The analysis at this stage has identified three tasks to be performed by Adult Education, with a view to promoting Science and Technology. These are: Development of science literacy at various levels of society; Popularisation of science and creation of a scientific temper.

Science literacy for those people who may work at relatively unskilled levels, can be developed through the literacy, awareness and functionality components of the Adult Education Programme. It should be possible to formulate a minimum curriculum on science and technology which could be incorporated in the overall curricula for basic and post-literacy materials. Popularisation of science, which is much wider than the development of science literacy, can be linked with all the three components of Adult Education and operated at its different phases. Creation of a scientific

temper is a still wider activity to which Adult Education can contribute its share through its institutions, personnel, programmes, methods, materials and clientele. As a matter of fact, the three tasks mentioned above are linked with each other. Without the operation of one, the other is totally static.

Adult Education in India has paid very little attention to science and technology. However, organisations and groups like the Kerala Sastra Sahitya Parishad, Science Education Group (Bombay), Application of Science and Technology to Rural Areas (ASTRA, Bangalore), Scientific Workers' Forum (Calcutta), Kishore Bharati (Hoshangabad), Eklavya (Hoshangabad), and Centre of Science for Villages (Wardha), (just to name a few) are very active in accelerating a people's science movement.

The National Council for Science and Technology Communication, within the Department of Science and Technology, Government of India, encourages and facilitates all activities aimed at dissemination of science and creation of a scientific temper. The Indian Adult Education Association is presently executing a pilot project on popularisation of science and technology, funded by the National Council of Science and Technology Communication. Therefore, a beginning has been made and, of course, a lot remains to be done in this area.

The conference, whose theme is very apt and timely, may divide itself into four working groups; and each group may discuss and formulate the modalities under which the three identified tasks are to be performed by Adult Education for the promotion of Science and Technology.

IJAE—A QUARTERLY FROM 1987

Due to increase in rates of paper, printing and postage, it has been decided to make *Indian Journal of Adult Education* a quarterly from 1987.

The issues will appear in March, June, September and December.

Group Discussion Reports

Topic : The followin five Sub-themes of the Conference comprised the topic of discussion for all the four groups :

(a) development of science literacy, (b) popularisation of science and technology, (c) creation of scientific temper and (d) role of voluntary organisations and educational institutions in promotion of science and technology (e) role of voluntary organisations and educational institutions in promoting science and technology

Group I

Chairman	**Prof. T.R. Bhatia**
Rapporteur	**Prof. M.C.R. Reddy**

While discussing 'Development of Science Literacy' all the members of the group were unanimous in their views regarding science literacy. They said that it is not basic literacy but comprises the awareness component of adult literacy and may be introduced systematically covering the following topics.

—Science for health and hygiene : Teaching fundamentals of health like the physiology of human body, that is, how the various parts of the body like heart, liver, kidneys and the digestive system function; how to protect the body from various diseases, and the importance of hygiene.

—Science for lessening household drudgery : This could include information related to maintenance of household appliances, particulary new gadgets, say, like smokeless *chullahs*; how to get clear and filtered water at home; economic use of fuel; use of non-conventional sources of energy like solar energy, etc.

Science for consumer Education; Providing information to help consumers detect adulteration and know the difference between, natural, synthetic and immitation products.

—Science for maintaining ecological systems: For the preservation of environment; checking population; prevention of deforestation, etc.

—Science for preservation of Art and Culture : Scientific methods for preserving paintings and other objects and forms of art.

—Science for removing supersition : Science should be introduced in a way as would help people in discarding superstitions.

—Science for medical information : Knowledge of some common diseases and their prevention; how to treat cases of snake bite, burning, poisoning, etc; and how to use simple implements like thermometer.

—Calamities and science literacy : Preparing people for natural calamities as also accidents like gas leakage at Bhopal.

—Science and the universe : To make people understand the solar system and various natural phenomena; as also the application of such knowledge in the use of satellites in telecasting programmes on television, and the concept and consequences of star wars.

Keeping in view the ignorance of the majority of the people in our country regarding scientific and technological developments, the group stressed the need for developing a strategy for imparting scientific and technological skills at all levels of various professions and disciplines. The need to organise special programmes for traditional carpenters, painters, plumbers, masons, brick, layers and others was particularly emphasized.

While science, the group opined, comprised physio-chemical laws, technology is the application of these for evolving techniques and machines for lessening the drudgery of life and improving the quality of life. Science, the participants said, is knowledge gained through careful observation and exprience to arrive at the truth, and scientific temper consequently means constant observation and experimentation to seek solutions to problems. It also involves precision and exactness. Scientific integrity means truthfulness. As for developing scientific temper and integrity, the group recommended that teaching/learning material for this should consist of illustrated printed material, audio and video cassettes which should be prepared only by experts so that marvels and wonders of nature, and the message of scientific temper & scientific integrity for the human race hidden behind these phenomena are will presented to the adult learners.

For popularising science, the group recommended that science festivals and science exhibitions should be organised. For this it was suggested that mobile vans fully equipped with audio-visual and laboratory equipment for explaining the fundamentals of science to common man should be prepared. It was also proposed that simple electronic kits should be prepared The advantage of these kits will be that besides developing scientific temper & scientific integrity amongst adult learners, it will help adults to learn a language.

For popularisation of science, the group also recommended production and exhibition of scientific documentary films; organisation of discussions and preparation of posters, charts, etc.

Finally, as for the role of voluntary agencies and educational institutions like Agriculture and Home science colleges, the group felt that these agencies could play a very vital role by way of extension in popularising science among the masses.

Group II

Chairman	Mr. K.L. Zakir
Co-chairman	**Mr. M.M. Hoda**
Rapporteur	Dr. (Mrs) S.R. Gayatonde

While deliberating on the question what is meant by 'Science Literacy' the participants felt that the term implied scientific literacy as well as literacy through scientific concepts. Some were of the opinion that highest priority must be given to literacy and only then dissemination of scientific concepts should be taken up. They felt that the environ-

ment for reading should be created first. Science literacy was defined as applied science or science in everyday life. The need to lay emphasis on science and technology in literacy programmes was also stressed.

As for popularization of science, and developing scientific temper, the participants felt that the two processes were integral part of science literacy. By popularisation of science, the group felt, was meant popularisation of those concepts of science and skills related to technology as would help the learner to improve his or her quality of life through economic development facilitated by learning of new skills and skill upgradation, and would also help them in social mobility. It was felt that popularisation of science should lead to development of vocational skills. Scientific temper was defined as acceptance of what is rational and logical, and not just rejecting traditional and old ideas or adopting any idea just because it is new. As for the strategy for achieving the above objectives the following outline was drawn up.

— Identification of the wants of the learners and the related scientific concepts.

— Linking scientific concepts and technological skills with the life and economic development of the learners.

— Preparation of relevant and appropriate literature for neo-literates for disseminating concepts of science relevant in every day life.

— Selection of competent teachers.

— Adequate training of the functionaries, that is, programme officers, supervisors and instructors for :

  (a) giving orientation in scientific concepts related to every day life.

  (b) preparation of instructional material.

  (c) motivating learners by selecting those scientific concepts and technological skills for dissemination as are related to the learners' needs

  (d) reducing drudgery at work and in life in general.

The participants felt that there was a need to pay special attention to the following in the process of promotion of science and technology :

  (a) the need to make adults literate and create centres for dissemination of scientific information and awareness.

  (b) whatever is useful in the daily life of the learners must be produced in the form of literature.

  (c) tradition and modernism should be synthesized in a scientific and systematic manner, and communicated to the learners judiciously.

  (d) exposure to various situations and experiences, and from there on leading them to scientific and technological concepts, with a complete understanding of the pros and cons.

  (e) involvement of voluntary agencies for distribution and preparation of the literature, and for giving proper demonstrations.

  (f) scientific innovations should be introduced cautiously and judiciously and not imposed on the learners.

The discussion concluded with the following recommendations.

— The definition of science and technology needs to be flexible with a

bearing on the daily life of the individual, leading to his or her overall development, including economic development.

— A survey of the existing scientific material should be made and a science literacy kit be prepared.

— The agencies which could be involved in the planning and implementation of specific programmes should be identified. This should be done keeping in view the fact that adult education is multi-disciplinary.

Group III

| Chairman | Prof. M. R. Dua |
| Rapporteur | Prof. Hari Prasad |

The group felt that our adults, particularly rural adults, do not need big technology or nuclear energy-based sophisticated equipment. All they need to be told about is simple tools to make their life easy and comfortable. Besides, these should be mentally acceptable to these people. The best way to get these accepted is to demonstrate their operation. The demonstrations should be repeated at regular intervals so that those who miss once can also benefit. Experimental cells for technology in rural areas should be set up all over the country and efforts should be made to get regular feed back from these cells.

Another suggestion was that efforts should be made to help adults in our villages to think rationally, and give up superstitions. These ideas first inculcated in thinking, could lead to adoption of science and technology in life slowly. The Roorkee University's experiment in adopting a village had shown that though people may show reluctance in the first instance they can be convinced in due course of time. We could begin with improving their dwellings, cattle insurance and then could take up other simple things such as sanitation bringing up children, nutrition, proper use of space, energy, and conduct evening coaching classes. However, for this motivation

will have to be created. This can be done by developing a rapport with the people through frequent meetings, discussions and personal visits. Once people are motivated, this will change their way of life. Persistence, perseverance and sincerity should be the backbone of the movement.

Another way, as suggested by Roorkee University, was to set up information rural habitats or science clubs in rural areas. These clubs could take up fundamental and rudimentary techniques pertaining to the ordinary activities of life.

It was felt that before introducing a technology or a scientific technique, it should be properly evaluated whether it was appropriate for that particular situation, village or environment. Care should be takan that some vested interest or multinationals wanting to push their own ideas or products do not make inroads into our rural areas and cheat the innocent people.

Finally, it was suggested that adequate steps should be taken to popularise simple science and technologies among rural masses through exhibitions, radio, TV., VCR and personal contacts. Printed messages through posters, outdoor publicity, etc. could also help. But considering that the literacy rate in our rural areas is poor, it was suggested that our

rural masses should be exposed to science clubs, quiz programmes, exhibitions and science fairs. Frequent tours and field-visits to places of interest could also be arranged.

— Intensive training programmes for the functionaries especially the instructors or facilitators should be conducted. They should be involved and exposed to various enrichment programmes.

— State Resource Centres should conduct workshops in collaboration with voluntary agencies :

(a) to prepare instructional material for promoting scientific concepts and technical skills in adult education.

(b) to provide to functionaries and instructors orientation in fundamental scientific concepts.

(c) to provide knowledge to instructors or facilitators with regard to implementation of the programme and use of instructional material.

(d) to provide them information regarding the experts or resource persons to be contacted for successful demonstrations and installation of technical equipment or plant and adoption of scientific innovations so that

negative attitude caused due to failures or accidents is avoided.

— While formulating contents of the instructual material :

(a) the target groups should be kept in mind.

(b) the objective should be to reduce the drudgery of people's life in general and the under developed groups in particular.

— Along with the printed material and programmes on mass media like T.V. and radio, cassettes—audio as well as video—film strips, and slides should also be made use of.

— Zonal field researches should be conducted for planning, implementing, monitoring and evaluation of the programmes, identifying the barriers in achieving the objectives.

— Seminars and workshops should be conducted at State and Central levels more frequently to share experiences and expedite the Literacy Campaign and take up longitudinal and in-depth studies at various levels.

— Additional grants need to be allocated for achieving the above mentioned goals and conducting workshops for the orientation of functionaries at all the levels.

Group IV

Chairman	Dr. R. S. Narwal
Rapporteur	Dr. G. N. Tiwari

Based on their deliberations the participants made the following observations and recommendations :

Development of science literacy

— It is necessary to have the inventory of needs, interests and resources of the target group.

— Based on the analysis of situation as above, determine objectives and fix priorities.

— Already existing practices be screened keeping in view the characteristics of innovations—profitability, practicability, compatibility etc. for use by the target group.

— Target groups should be covered through different extension teaching methods and audio-visual aids so as to make the entire environment educative.

— Involvement of persons belonging to different disciplines of science and social science should be explored so as to have an interdisciplinary approach.

— The primer should be prepared strictly in accordance with the needs and interests of the target group and need not be target oriented.

— Language-visuals should be used for teaching adults and communicating technology to them.

— The SRCs and Literacy House should lay due emphasis on functionality and awareness components in NPAE through primers and not literacy alone.

— Science literacy should be developed for varied facets of life viz. agriculture, animal husbandry, health and hygiene, home-science, social forestry, kitchen gardening and other income generating projects/activities.

Popularisation of Science

Popularisation of science is closely related to the adoption of scientific techniques, which in turn will depend on how well the messages are presented and barriers, if any, are elimnaited. In this context, the following recommendations were made :

— The technological innovations should be diffused with care, and the exposure of users to the innovations should be through different modes of presentations.

— The target group should be convinced of the utility of innovotions by using educational means.

— To attain maximum adoption of technological innovations by the target group, a programme of change should be prepared in collaboration with subject matter specialists.

— Software of appropriate technology, that is, the profitability, practicability etc. of the technology or scientific knowledge should be for speedy acceptance.

— The necessary infrastructure to attract the target audience to the extent of accepting innovations needs to be developed.

— The extension activities such as competitions, demonstrations, exhibitions, etc. should be arranged to convince and motivate the target group.

— Effort should be made to overcome the constraints, such as, low levels of education, extension contacts and media-exposure, conservatism, lack of knowledge etc.

Creating scientific temper

Scientific temper refers to favourability of persons toward object(s) and nationality in analysing and deciding about the object(s). In this context, the group made the following recommendations :

— The change agents should first build a rapport with the target group.

— The target group should be tempted to put the innovation into practice. This can be done through various educational means such as—farm and home visits, demonstrations, awards, discussions, meetings, training, simulation technique, mass-media, etc.

— Saying, 'right thing' at the 'right time' in the 'right way' to the 'right person'. would be the right

Adult Education in the National Framework of Education

Pt. Janardan Rai Nagar

Founder Vice-Chancellor, Rajasthan
Vidyapeeth, Udaipur

Not only in India, but the entire world, the task of adult and community education has become, as if a *mantra* (a religious/ mystical formula or principle) for continuous development of nations, and for developing the philosophy of individual and collective welfare. Adult education has become an unfailing principle and means for the progress of mankind.

The model of our formal education system practised so far in our school and college campuses is breaking down and is no longer adequate to deal with the present, educational crisis the world over. Today, on the eve of 21st century we are agitated by the problems related to educational structure that would confront our posterity. We like some ancient sage in anguish want cry *tamso ma jyotirgamay*—'Lead us from darkness to light'. We want enlightenment of the individuals, the community, in fact the whole world. This enlightenment which brings with it bliss and peace is something which human mind craves for naturally, and now we will have to achieve this through our educational system.

Even today, I remember distinctly the year 1939, when our first national level literacy campaign to educate the Indian masses was launched. Both the State and the masses parcticipated in the campaign, and we accepted it as a necessary endeavour for realising our strong desire to be free. On behalf of Rajasthan Vidyapeeth, we took a pledge to carry out this campaign in Udaipur, and then for the first time we looked at our masses, steeped deep in ignorance and superstitions. We realised that they could not even write their names, nor could read newspaper, nor count. This was the plight of the Indian masses who for centuries had listened to the *Quran*, the *Bible*, and recited the *Gita*, the *Vedas*, the *Upanishads* and talked about the philosophy of birth, death and rebirth. This made the curse of illiteracy still more unbearable. We realized that the Indian masses could not rediscover themselves unless they were able to read and write. For. it is only after reading newspaper that people can become aware of their sourroundings, their predicament, and then become conscious of their duty to-wards the nation. Thus, we accepted adult education as a pre-condition for

the enlightenment of the individuals and the society. As we set out to achieve this goal, the then government of Mewar got concerned—teaching people to read and write—this the government felt would amount to rebellion against the state.

The rulers of Mewar and their supporters opposed the campaign. But since the issue related to education, the govt. could not stall the effort completely for fear of public criticism, and passed an order according to which only 24 volunteers were to be appointed for the work. Pandit Janardan Rai Nagar was not to be one of them because it was feared that he through the spread of literacy will turn farm labourers and other commoners against the government. This was an eye opener to all adult educators, and at that time we felt that teaching of literacy skills was the be all and end all of all adult education. I could see that our masses could not constitute a progressive, dynamic democratic society as long as they were illiterate even though they had a rich oral tradition. Ignorance can pass off as heritage or tradition only in imperialistic and feudalistic societies. But a society governed by democratic rule can not but be literate. While this argument broadens the scope of literacy, at that time we limited our goal to the ability to read, write and count. We were then in search of the signature of the India's common man. The 1939 campaign took the country by storm. When in the dim light of lantern we taught our adults to decipher the printed word and to write their names, we in a way helped them to discover their own self. It was my belief that this campaign of ours for the spread of literacy had been and would remain the supreme living source of all our concepts and strategies of adult education in the time to come. For this reason we addressed ourselves to the adult as well as the adult educator. In 1939, if on the one hand we made a large scale effort to teach adult to write his or her name, and to read and write, then on the other hand, we also undertook simultaneously the training of adult educators. The Vidyapeeth's first certificate for trained adult educator was presented by Shri Rajagopalachari. Rajaji had expressed joy at Vidyapeeth's initiative to launch a literacy drive. This further strengthened our commitment to the goal. Full of zeal to educate our masses we set out with lanterns in our hands to awaken the people in villages around Udaipur. The call for the mission had come from our very own soul. Today, I can see clearly that the experience of this literacy drive was and still is a unique experience of our coming face to face with our masses. Even today, after having tried various principle' and strategies of adult education with success, when I confront an illiterate. there is a deep senss of guilt. 'He is illiterate and I am literate'. At that time my feeling is that I will be free of all debts if I make this person literate. While all kinds of *daan* (charity/ sacrifice) upheld by the Indian tradition can be accomplished if one is prosperous, *vidyadaan* (imparting of knowledge) is possible only if one is inspired by a strong feeling for the mankind's welfare.

Making illiterate people literate is a creative and complete developmental work in itself—it is awakening of the masses and striving for the prosperity and welfare of the nation, in fact the whole mankind. Illiterate is one who has not realised his own self. A literate person is one who has not only realised himself but can also lead others to self-realisation, and can see the reality around him and surmount all the obstacles to achieve his goal with full confidence.

Only a literate person can be a respected citizen. That is why an ideal connotation that the term literacy has come to acquire is being educated, knowledgeable and wise. The 1939 literacy campaign gave us, as if it were, a sense of direction that we were desired to take, and the concept of adult education took a shape by itself. Then ignoring the Mewar government's childish opposition to the campaign we started looking for children who roamed about aimlessly, and motivated them to attend night classes for the youth organised by the Vidyapeeth. When we could no longer attract adults directly, we gave a call to the child and along with him came his brothers, and elders—father and uncles. In a society where there is inadequate provision for children's education, the adult will remain bound by traditions and superstitions. Such an individual bound by meaningless traditions, and following beliefs devoid of values becomes the reason for individual's mental slavery and loss of community's freedom. Upto 1944, in the classes for youth, we kept waiting for adults to come and attend the classes, and finally the adult stood at the doorstep of the Vidyapeeth's adult education centre. There was despair in his eyes, we gave him a warm welcome and looked at him closely. For the first time, an urban literate had come face to face with a rural illiterate and I realised that this adult was none other than one of my kith and kin who was responsible for life's problems, and I shared equally that responsibility.

In 1944 we gave the name 'adult education department' to the night schools for the youth. This was how starting with the youth we found our adult. Thus in 1944, after having come face to face with our adult community, we began research in principles, strategies and activities of adult education.

The Vidyapeeth was set up in 1937 with the main objective of adult education. But then it never struck to the educationists of colonial India that education could also be imparted through night classes, their entire concept of education was limited to classes, syllabus, examination and marks. The examiners of the then Rajputana University were surprised that the Vidyapeeth's Hindi College in which the classes of all levels of the national Hindi University were held, was conducting classes at night. They in fact said that it should not be so. But after independence the same university recognised the level of Vidyapeeth's College as that being equal to graduate level. The point I want to drive home from this incident is that both adult and children can be taught in the light of the sun as well as the lamp.

Adult education is not just a campaign but an attitude born of the campaign. From the point of view of management and training, adult education is much broader than primary, secondary or higher education, and from the point of view of content it is much deeper and a greater source of pleasure. Ultimately, education provides to an individual the wisdom that leads to contentment, self-confidence, perseverance and righteousness. Adult education is seed-like input for realising the ultimate goal of education. Obviously, primary or secondary education cannot be the ultimate goal of adult education. Adult education is like the foresight of the education which will develop the talent and abilities needed for character building and helping an individual lead a fuller life. Adult education is like a *maha*

mantra (the great formula/principle) for awakening adults and developing their personality to the full. Whether you agree or not, the ultimate and sole aim of adult education is to help man attain knowledge, wisdom—to inspire him to move from evil to good, darkness to light, and death to eternity. Therefore, for the continuous flow of adult education we need an appropriate and dynamic strategy too, which takes into consideration all possibilities.

Our humble effort since 1939 to strengthen the institution of adult education has confirmed our belief that it is only knowledge that can liberate adult. It is my firm belief that education is for children, knowledge is for adults, *shastras* (scriptures) for the family man. As we proceeded with our effort to develop the concept of adult education and to impart it where needed, we also tried to lay foundations for adult education institutions. The result was establishment of adult schools and institutions of higher education for workers. The progress and development of the society and individual is ultimately possible only as a result of education and development of creative ability. While the development and progress of man and society can be measured by its status and prosperity it cannot be evaluated.

Vidyapeeth's endeavour in adult education has been a continuous effort, ranging from teaching of literacy skills to education in culture. In the course of our effort we have been successful in giving focus to community education approaches, and institutions and organisations. Encouraged by this experience we have submitted a request to make Vidyapeeth a deemed university which the UGC has accepted and recommended to the govt. (The govt. has agreed to it on June 14, 1987.)

While making effort for the fulfilment of our wish to bring mass education to the level of university we realised that except for the primary and secondary institutions all other institutions of the Vidyapeeth are nothing but places for imparting adult and community education. With time, these institutions have grown and acquired firmness. The need for streamlining the procedure and experimentation has also been strengthened. Beginning with adult education centre we set into motion community education. The purpose of this move was that literate people should come together, know each other and identify their personal and social problems, and contemplate on them, adopting educative approach.

Another objective was that people should develop functional ability so that they are able to participate in the overall development of the nation. As a result of community education centres, parents became aware and the desire to be educated was developed which was further nurtured by workers' education institutions. Thus, adult education centres, community education centres, evening schools and colleges for workers developed as if automatically. Following workers' schools and colleges, Janta Colleges (People's colleges) came into existence. With the help of these colleges, programmes in citizenship education and social welfare were organised for the rural population, and innovative non-formal education centres were set up. Through social science and Panchayat Raj Training Institutions, we approached children, adolescents, youth, adults and local leaders in rural areas and imparted non-formal education to women, girls and backward sections of the society. As a result of our 50 years of work in adult education, various projects, programmes, organisations and

departments of Vidyapeeth are now being recognised and acclaimed at the national level, and now we have consciously and deliberately conceived of Extension University for the education of rural masses and continuing community education. We could conceive of such a university only on the basis of our past experience, and hope that we will be able to execute successfully this noble taks of multi dimensional non-formal higher education for the masses. Having pondered over the adult and community education programme we feel that ultimately adult education is concerned with knowing the individual and society, and identifying with each other.

In 1960-61 when I was a Member of the Legistative Assembly (MLA) of Rajasthan, I introduced Rajasthan Social Education Bill. At that time I also came to know of the IAEA's effort in the past 15 years to get approval for similar proposals in which an administrative set-up responsible for each State had been demanded. Among others who encouraged me in my mission was the then speaker of the State Assembly, and currently a Union minister, Shri Ram Niwas Mirdha. The then Chief Minister and social worker Shri Mohanlal Sukhadia gave me permission to present the Bill; and the Congress party in the Assembly gave its approval. It was while drafting the bill that I discovered the identity of the Indian masses, I felt as if the Indian masses have controlled all the activities for centuries and been the saviour of mankind. I felt as if India represents the entire mankind. I felt as if they represent in mind and spirit the tradition of love, justice, the very principle of life, and that they are the sages constituting the eternal being, to me, they at once became the representative of the entire

world. Such glorious, dignified, and generous beings cannot be educated only through temples, mosques churches and gurdwaras, but through new unconvential institutions. Vidyapeeth's endeavour in this direction is only the beginning of a search. My Bill was welcomed by the Indian adult education community. Only one or two persons from the state government said that in adult education the system of awarding certificates cannot be adopted. I was requested to withdraw the Bill and was told that if I do so Vidyapeeth would be given, adequate grant for adult education work. But I humbly turned down this offer because I felt that at least in Rajasthan I should call upon the set-up responsible for Adult Education and development. And now Rajasthan Social Education Board Act, 1962, has been a model not just for Rajasthan government but the whole of India. But Rajasthan govt. has not worked to make the Act a success. However, for those who are committed to the cause of educating Indian masses, the acceptance of this Act with all its amendments has become a must.

We will have to accept the mission of adult education as not just that for awakening the intellect but as a driving force and scriptural command for the enlightenment of the entire human race. I see that it is not the races, but those with faith in adult education who have crossed the geographical and national boundaries, and will enter the 21st century with the aspiration of realising their dream of world community. The future research programmes of Vidyapeeth as a deemed university will also be in this direction. While regionalism and nationalism would continue to influence the education of our progeny, efforts to spread adult education consciousness

beyond the national boundaries would also be there. Mankind will enter the 21st century with pride in its scientific achievements and consciousness of world community. Today, at the fag end of 20th century human mind seems to be sinking deep in despair, and it seems as if we are rejecting man's very self-consciousness and his basic nature of love and mutual faith. We seem to have wandered far away from our ultimate goal, and fascinated by the wonders of science are trying to become robots, and herein lies the danger of mankind's complete destruction. Human civilization is the cult for the realization of the sublimity and dignity of the real human nature, and different cultures are like the mighty rivers of this cult which have to flow towards the ultimate truth. Thus, it is only through adult educations goal's like universal love, generosity and fearlessness that we can be free of our bindings and realise the beauty and glory of the strength of free man.

To achieve the universal goal of adult education we will have to have infrastructures at national, regional and district levels, and provide responsible management- With the cooperation of the State's Education Department we will have to set up centres in every village taking along with us the rural masses. If our set-ups are adequate we will automatically find the right principles or methods. We appeal to the Govt. of India and the State Governments to give adult education its due place in their planning of educational programmes. Adult education is not a past time of the retired persons craving for recognition. It is education of the masses for realizing the goal of peaceful world community. The relevance and importance of structures for the education of the masses is

yet to be realised and our rulers have not yet understood the message of education for life, nor have they made any efforts in this direction. Soon after independence we developed a misconception—solution to all our individual and social problems is with the rulers and political leaders, and that answer to all our questions is in the system of administration. While we defined and elaborated upon our national goal of socialist society in our Constitution we were quite content with leaving adult education to voluntarism. Till today we have not accepted the veracity of the basic principles and structure of adult education. We do not consider it necessary to consult adult regarding the kind of education that his children should be given, nor have we recognised his participatory role in the planning of education. We have no doubt created an elaborate set-up of universities for intellectual pursuits but anybody can see that university education is limited only to lecturing and reflection on, and study and criticism of texts and treatises on a theoretical plane. We have not been able to conceive of a higher education which can acquaint our youth with the dignity, peace and beauty of life and provide him with strength to lead a meaningful life. The dignity, strength, beauty, and concrete utility and relevance of adult education is derived from the experience of the struggles in one's life.

The immediate connotation of the word adult for us is 'experienced'. In our society, the opinion and words of experienced, responsible persons are respected even today. In common parlance we refer to it as maturity. In fact, achievement of this maturity is the final stage of adult education, and is necessary

for building an adult community and nation.

The noble task of adult education is to transform adults into wise and re-sponsible citizens of the nation. And adult educators today seem to be becoming conscious of it. When we talk of reestablishing human values in the life of individual and in society we actually desire for the responsibility of the mature, through experienced or wise adulthood. The great sage Manu has given us unbiased and pure basic values which we consider important even today for leading successful life. *Satya* (truth,) *Ahimsa* (non-violence) *Aparigrah*, (vow against hoarding beyond need,) and *Asteya* (vow never to commit theft) are nothing but the characteristics of man's deep conscience or the essential being, and by invoking these, man is only seeking knowledge. The crux of adult education is in social education. Society finds expression in individuals, therefore education of the individual will be accomplished through all round education of the society. Adult education is the complete education of the society and social education is the complete training of the adult. Indian society basically comprises of people with deep faith in, and fear of religion. That is why we fail to discover our identity in terms of the social science theories of the West.

The adult of the West in his pursuit of wealth and pleasure has become restless and perturbed, and that is why today in the West they are in search of man who is content and at peace with himself. In India, religion and all schools of philosophy have preached *moksha* (freedom from the cycle of birth, death and rebirth) as the ultimate goal of life, but at the same time have upheld, the concept of *karma* (action) for, action,

they say, constitutes the pace of time. The goal of final stage of adult education is to arouse the desire to know the ultimate truth. Ideal of adult education is to help adult live through *grihastha* (stage of family life) and *vanaprastha* (stage of retirement) stages successfully and meaningfully, but to educate adult to realise the bliss of ultimate truth would be the culmination of adult education. According to our sages, the goal of social education for adult is to prepare him for *vanaprastha* and *sanyas* (life of total abandonment or that of a recluse).

In India spiritual education has been of central importance since the time of *Puranas*. I feel that adult attains competence through the day-to-day struggles of life and all that is required is to give him relevant information and warn him to be cautious. As adult grows old the fear of death takes root in him and urge to know the reality develops, marking the beginning of his spiritual education which develops on its own.

Hence ideal adult education comprises useful education which would help one to earn one's living and acquire comforts of life, but this is to be imparted, upholding the ideal of *Karma* (action). As stated earlier, the last stage of adult education would lead to contemplation on the goal of *Moksha*. An adult cannot be led to this path simply by preaching ideals. We will have to develop strength in him to follow the path of *moksha* and this can be done only if we educate him to develop in himself detachment and to take up programmes for the welfare and prosperity of mankind.

The religious education of the adult as propagated here is not to be mistaken for narrowing down our teaching to the

principles and concepts of certain sects and creeds.

For Indians, plan of adult education, telling adult about the aspirations and purpose of adult life, the relevance of struggle for ideals is imperative, and at the same time we will also have to chalk out the course of action which would be relevant and inspire self-confidence in him. In order to build a strong society and nation we will have to make adult education the focal point. And this will have to be accomplished by making Indian philosophy our foundation, upholding our scientific philosophy of *karma*. An adult does not think for

the sake of thinking, it is primarily to test his experience that he thinks and listens to sermons. Also, he makes concious or unconscious effort to utilise the knowledge so imparted to him to improve the quality of his day-to-day life.

The concept of adult education in the last 50 years has developed into 'education for the welfare of the entire mankind'.

I am indeed grateful to the Indian Adult Education Association for having invited me to deliver the 1986 Zakir Husain Memorial Lecture.

Group Discussion Reports
(Contd. from page 17)

approach for creating scientific temper.

Role of voluntary organisations/educational institutions in the promotion of science and technology.

The voluntary organisations/educational institutions may play a vital and effective role in creating general awareness among masses which may lead to the promotion of science and technology. In this connection, the following recommendations were made :

Centre for Development

The voluntary organisation/educational institution would start some centres for the promotion of science and technology at the grass root level and to facilitate sharing of the experience.

Organisation of workshops/training courses

The workshop/orientation courses may be organised by voluntary agencies/educational institutions for sensitising the personnel as well as the target group.

Village adoption

Voluntary agencies/educational institutions may adopt specific villages/areas for comprehensive and meaningful development of the target group.

Utilization of scientific expertise

Voluntary agencies could play an effective role in making available the knowledge and expertise of the subject matter specialists in order to bring about qualitative and quantiative improvement in the life style of the target group.

All universities should have Adult/Continuing Education Departments and extension education should be made part of the Adult Education/Continuing Education, and Extension education should be part of the curriculum so that a task force of teachers and students who can translate ideas into reality can be developed.

Annual Report : 1985-86

J.C. Saxena

Honrary General Secretary
Indian Adult Education Association

It is a matter of privilege and great pleasure for me to extend to you all a hearty welcome to the General Body Meeting of the Indian Adult Education Association and to present to you the report of this Association since we met last in Trivandrum on December 23, 1986.

During the period under review the Association organised two Zonal Conferences, two training programmes, two seminars, one writers' workshop in addition to its regular publication of periodicals and books, programmes of workers' education and 30 experimental adult education centres for women in Delhi.

During the period, Government of India launched the mass programme for functional literacy through college students. The programme involved two lakh NSS students and one lakh non-NSS students in the universities and colleges to teach two to five adult illiterates in the neighbourhood. The literacy course is being imparted for approximately 150 hours by the student volunteers in summer and October vacations.

Literacy kits have been produced by the State Resource Centres which include basic primer, supplementary reader, book on arithmetic, exercise material and volunteers' guide.

Another significant development during the period has been the finalisation of the New Education Policy. The Policy's emphasis on creation of environment through the active cooperation of political parties and the mass organisations of workers, peasants, women, youth and students, will go a long way in strengthening this programme. The establishment of *Jan Shikshan Nilayam* in rural areas and opening of doors of school and college libraries for the masses are also welcome steps to provide continuing education opportunities to the people.

Zonal Conferences

(a) *Central Zone*

The Indian Adult Education Association in collaboration with Department of Adult, Continuing Education and Extenstion, Avadh University, Faizabad organised a two-day conference of Central Zone comprising States of Bihar, M.P. and U.P., in Faizabad from May 24-25, 1986. 60 delegates representing Education Departments of the States, Universities, Colleges and voluntary organisations attended the Conference.

It was inaugurated by Dr. A.C. Banerjea, Vice-Chancellor, Avadh University. He said that adult education has a great role in promoting national integra-

tion. He appealed to students to undertake the functional literacy programme in the spirit of providing help and service to those who are at the lowest rung of the ladder.

Shri J.P. Tewari, Vice-President, IAEA and Chairman of Central Zone in his presidential address said that adult education provided to adults should be need-based and should help them in improving their economic conditions. He exhorted the teachers to give a helping hand in educating the un-educated and the under privileged of the society.

Shri J.C. Saxena, Hony. General Secretary, IAEA outlining the objectives of the Conference said that the Central Zone has a tradition of learning and there should not be any difficulty in launching the mass programme for functional literacy through students in these States which constitute the heartland of India.

Dr. A.C. Sinha, Director, Department of Adult Contiuing Education, Avadh University said that 1500 students of Avadh University are participating in this programme.

Shri J.L. Sachdeva, Director, IAEA proposing a vote of thanks emphasised the need to create proper climate for the Adult Education Programme and lauded the role of TV and Radio in building the climate.

Dr. S.C. Dutta, Treasurer, IAEA also participated as one of the resource persons.

The Conference made an overall view of the magnitude of the problem related to adult education of the zone ; examined the problems faced by field agencies for carrying out their programmes and discussed the role of students and youth in the mass programme of functional literacy.

The valedictory address was delivered by Shri Roshan Lal, Commissioner, Faizabad Division. He said that adult education has a great role in development of the country. Shri Roshan Lal said that benefits of many development programmes are not reaching the people because they are illiterate and ignorant. Education of the adults should receive priority in all development programmes, he stressed.

(b) North Zone

The Association in collaboration with Adult Education Association, Chandigarh organised the North Zone Conference in Chandigarh on September 27, 1986. Over 70 participants from the States of Haryana, Himachal Pradesh, Jammu and Kashmir, Punjab, Rajasthan and Uttar Pradesh and Union Territories of Chandigarh and Delhi attended.

Inaugurating it, Shri J.S. Sethi, Chairman, Rotary International said that adult education should help the learners to be self-employed rather than seek jobs outside.

Prof. S.S. Johl, former Vice-Chancellor of Punjabi University in his special address said that adult education should help in creating self consciousness and in leading a life of self respect.

The Conference welcomed the setting up of *Jana Shikshan Nilayam* in the New Education Policy but recommended that Nilayam should be established in each village instead of one Nilayam for a population of five thousand as suggested in New Education Policy,

The Conference urged that more voluntary organisations in the zones specially in the States of Punjab, Haryana, Jammu and Kashmir and Himachal Pradesh should be set up to motivate the

people and to mobilize societal resources so as to achieve the target of making 10 crore people literate by 1990.

38th Annual Conference of the Association

The 38th All India Adult Education Conference on Adult Education as a Mass Movement was held in Trivandrum from October 20-23, 1985.

It was inaugurated by Shri M. Sudheeran, Speaker, Kerala Assembly. Barrister M.G. Mane, President of the Association presided. Shri M. Sudheeran delivered his inaugural address in Hindi, which was highly appreciated. Another highlight of the Conference was a symposium on Health Education in which ten Medical Experts participated. The report of the symposium was edited by our Vice-President, Dr. K.S. Pillai on popular demand.

It was attended by over 400 delegates from 21 States and Union Territories.

Training Programmes

Gujarat

The Association organised the West Zone training programme for Adult Education Functionaries in Ajol from March 8-14, 1986. 21 Project Officers of Adult Education Department and two Adult Education Functionaries from voluntary organisations attended the programme.

Shri K. Ramamurty, Secretary, Education, Gujarat, inaugurated the programme. The training programme was directed by Prof. Yashvant Shukla, Vice-President, IAEA and Chairman, West Zone and Shri Chunni Bhai Bhatt, Associate Secretary, IAEA was the Co-director.

Among others, Sarvshri J.C. Saxena and J.L. Sachdeva acted as resource persons.

Some of the topics highlighted during the training programme were : Concept and Philosophy of Adult Education, Some Do's and Don'ts of Adult Education, Adult Education in the Seventh Plan, Role of Adult Education in promoting National Integration, Field problems, Adult Education and Women, New Education Policy and Adult Education, Linkages of Adult Education with Development, Curriculum Formation, Techniques of Communication, Adult Education and Mass Media, Textbook construction for adult learners and Awakening of Individual Consciousness and Social Awareness.

The valedictory address was given on March 14, 1986 by Dr. Gordhabhai Patel, Director, Primary and Adult Education Directorate, Gujarat State.

Delhi

The Association organised a Training Programme for 30 Women Adult Education Instructors at its headquarters in New Delhi from June 2-9, 1986.

It was inaugurated by Dr. R.P. Singhal, Executive Director, National Institute of Educational Planning and Administration. He congratulated the Indian Adult Education Association for starting adult education centres for women only, and felt that adult education programme for women will help in raising their standard of living.

Dr. Singhal said that the Adult Education Programme aims to meet the national priorities which are alleviation of poverty ; providing equal opportunities to women ; promoting national integration and helping the beneficiaries to observe small family norms. He said it will also help in reducing drop-out rate from the elementary schools particularly among the girls.

The subjects included in the training programme were : Need for Adult Education ; components of adult education programme ; present position of literacy among women, their problems and strategies to solve them ; how to teach illiterate adults ; how to run adult education centres effectively ; linking population education with adult education ; personal health and hygiene ; production of material in adult education centres ; some do's and don'ts while teaching adults ; income generating programmes ; and monitoring and evaluation.

Shri Kalicharan, Additional Director of Adult Education, Delhi Administration delivered the valedictory address,

Shri J.P. Tewari, Vice-President, IAEA proposing the vote of thanks said that adult education programme will help in reducing the percentage of people below the poverty line. For proper functioning of democracy, adult education has a great role to play, he emphasised. He suggested that participants should develop perfect rapport with the learners which will help them to motivate learners to the Adult Education Programme. He exhorted the participants to develop self-confidence and if this was done the programme would be successful.

Seminar on Adult Education and National Integration

The Association in collaboration with Adult Education Association, Chandigarh organised a Seminar on "Adult Education and National Integration" in Chandigarh on September 25, 1986.

It was inaugurated by Shri Surjeet Singh Barnala, Chief Minister of Punjab. In his inaugural address Shri Barnala said that there was a need for evolving a national policy for the effective use of media for national integration.

He said that adult educators should think of education not only of the illiterate, or the semi-literate but also of the elite groups so as to develop specific behaviour patterns and feasible and practicable programmes of national integration.

Shri K.L. Zakir, Secretary, Adult Education Association, Chandigarh, outlined the objectives of the seminar.

Earlier, Shri D.S. Juhar, President, Adult Education Association, Chandigarh in his welcome address said that by accepting our invitation to inaugurate the Seminar, Shri Barnala has shown his faith in the role of adult education in the promotion of national integration.

Shri J.C. Saxena, Hony. General Secretary, IAEA in his vote of thanks said that there should be occasions for interaction like inter state camps, visits, joint celebrations of religious festivals by people belonging to various communities.

Seminar on Adult Education in Hilly Areas

A Seminar on Adult Education in Hilly Areas was held in Chandigarh on September 26, 1986. It was inaugurated by Smt. Sharda Rani, Education Minister, Haryana. She stressed the need for educating women specially in rural and hilly areas. She said adult education helps in broadening perspectives besides creating confidence and awareness in women to face the challenges of life.

Shri J.C. Saxena, Hony. General secretary, IAEA in his address said that 21 percent area in our country is hilly and only 9 percent people live in it. He said special programmes in adult education in hilly areas have to be devised keeping in view the special problems faced by them. Making people self-

reliant should be the aim of adult education, he emphasised.

Among those who spoke on the occasion were Shri S.K. Bahl, Deputy Director (Adult Education), Government of Himachal Pradesh, Simla, Dr. G.N. Siddique, Director, State Resource Centre and Dean of Colleges, Kashmir University and Dr. N.N. Pangotra, Director, Centre for Continuing Education, Adult Education and Extension, Punjab University, Chandigarh.

The Seminar recommended that local conditions available in hilly areas should be taken into account in all programmes of adult education and the norms suggested on all India basis for such programmes should be suitably modified to suit the need and requirements of these areas.

Experimental Centres for Women in Delhi

The Association has started 30 Adult Education Centres for Women in the trans-Yamuna colonies. These centres are experimental in nature and the Association is inclined to incorporate all the three components, i.e., literacy, awareness and functionality in the Centres. The help of Shramik Vidyapeeth is being taken for the functionality component.

Writers' Workshop

The Association organised a Writers' Workshop for Hindi Writers to produce Literature of Science and Technology for neo-literates at its headquarters in New Delhi on July 26-27, 1986. It was inaugurated by Dr. N.K. Sehgal, Member-Secretary, Council of Science and Technology, Government of India.

Among the resource persons for the Writers' Workshop were : Prof. B.B. Mohanty, Joint Secretary, IAEA. Dr. N. P. Jain, Director (Training), Ministry of Rural Development. Dr. Ravi

Kapoor of the Lok Nayak Jaiparkash Narain Hospital, New Delhi, Dr. R.D. Sharma, Editor *Krishi*, Ministry of Agriculture, Shri Shyam Sunder Sharma, Editor, *Vigyan Pragati*, of Council for Scientific Industrial Research, Shri J.C. Saxena and Shri J.L. Sachdeva.

15 writers participated in the Workshop.

Project on Science and Technology

The Association has launched a Science and Technology Project which has been sanctioned by the Department of Science & Technology of the Government of India. Under this Project 4 pages of science and technology material is being regularly included in the monthly *Jago Aur Jagao* a Hindi publication of the Association for neo-literates.

Five booklets on different aspects of science and technology for neo-literates will be produced under this project.

Workers' Education

The Association organised three one-day non-residential programmes on workers' education in Delhi on August 27-28, 1986 and September 13, 1986. Over 80 workers participated.

Publications

The Association brought out the following publications during the period under report :

Books

English

a) *Role of Adult Education and Mass Media for Civic Education*

b) *On to Eternity Vol. II*

c) *History of Adult Education in India.*

d) *Literacy to Liberation Vol. 1*

Hindi

a) *Paraya Dhan*
b) *Naya Severa*
c) *Aslatpur Ke Choudhary*
d) *Lakhon Se Ek Bhala*
e) *Jangal Cheekhte Hain*
f) *Isi Bargad Ke Neeche*
g) *Kasauti*
h) *Sateh Ke Neeche*

Periodicals

IAEA during the period under report continued to publish the following monthly Journals/Newsletter :

a) *Indian Journal of Adult Education*
b) *Proudh Shiksha*
c) *Jaeo Aur Jagao*
d) *IAEA Newsletter*

Nehru Literacy Award

The Nehru Literacy Award for 1985 was presented to Dr. S.C. Dutta in Trivandrum on December 20, 1985.

The 1986 Nehru Literacy Award will be presented to Dr. (Mrs) Madhuri R. Shah, former Chairperson of UGC.

Zakir Husain Memorial Lecture

The 1985 Zakir Husain Memorial Lecture was written by Shri P.K. Patnaik, Joint Secretary, Department of Education, Ministry of Human Resource Development, Government of India. In Shri Patnaik's absense due to unavoidable reasons, it was read out by Dr. K. Sivadasan Pillai, Vice-President of our Association to the packed house.

The 1986 Lecture is to be delivered by Shri Janardan Rai Nagar, Founder Kulpati, Rajasthan Vidyapeeth, Udaipur.

Foreign Visitors

Dr. Budd Hall, Secretary-General of the International Council for Adult Education (ICAE) and Dr. Alan Rogers, Secretary-General, Commonwealth Association for the Education of Adults (CAEA) visited the IAEA Office in March-April 1986.

Speaking at the reception jointly organised by the IAEA and PRIA on April 4, 1986 Dr. Hall discussed at length global issues. He said that emergence of non-government organisations at the national and international levels is a positive trend in the world. Dr. Hall said that women's movement was taking shape all over the worldand their role in political and social change is being widely recognised. Dr. Hall also expressed his satisfaction and appreciation of the role of IAEA.

Dr. Alan Rogers shared his experiences on university adult and continuing education on March 7, 1986. He said that it was wrong to send somebody from alien culture to impart education specially literacy to adults. Universities, he said, were gradually moving away from literacy teaching to professional continuing education updating courses.

Dr. Rogers emphasised the need to use the existing community structure for adult education rather than creating new structures for it. Dr. Rogers solicited the support of IAEA in the organisation of the First Commonwealth Conference in Gujarat in March 1987.

The Association also arranged a one day programme for two adult educators from Malawi and one from Somalia on October 15, 1986.

Service to Members

The Association continued to provide information on various aspects of adult education in India and abroad to both organisational and individual members. This has helped many of them in planning and organising their programmes.

It continued to supply on request books and photostat copies of articles published in our Journal and other Journals.

It invited its member organisations to nominate persons for the training and orientation programmes by the National Institute of Public Cooperation and Child Development (NIPCCD) and some other institutes in the country.

The Association also sent to its members the issues of ASPBAE Courier during the period under report.

New Members

During the period under report 38 Institutions joined the Association as members and 88 persons enrolled themselves as Individual members (61 of them as life members). We welcome these members and look forward to their cooperation in the common cause of Adult Education in the years to come. I am happy to report that we have about 500 life members, an all time record.

Participation by Director in various Programmes

During the period, Shri J.L. Sachdeva, Director, beside his normal duties at the headquarters of the Association performed a number of special assignments.

Finances

Our efforts to achieve self-sufficiency in funds are being continued. In the year under report we received only Rs 71,600/- from the Ministry of Human Resource Development for 30 Adult Education Centres and balance grant of Nucleus Cell and Rs. 53,500/- from the Department of Science and Technology, Government of India for publication of Science and Technology material in *Jago Aur Jagao* (Hindi monthly for neo-literates) and production of five booklets on Science and Technology. Our application for financial assistance for the following projects is pending with the Ministry of Human Resource Development :

a) Nucleus Cell

b) Publication of *Indian Journal of Adult Education* and *Proudh Shiksha*

c) *IAEA Newsletter*

d) Seminar on Adult Education in Hilly Areas

We did not get any grant on items a, b, c & d last year, but we hope this year, it will be possible for the Ministry of Human Resource Development to give us grants against these items like in previous years to help us in our role of disseminating information and acting as clearing house of information.

I am grateful to all institutional and individual members of the Association who helped us in organising the various programmes in various parts of India. I am also thankful to the President and members of the Executive Committee for their help in the effective functioning of the Association. My thanks also go to the staff of the Indian Adult Education Association for their devoted and dedicated services·

I.A.E.A. BOOKS IN ENGLISH

		Rs. P.	U.S. $
1.	History of Adult Education in India by S. C. Dutta		
	Paper Back	45.00	8.00
	Hard Cover	60.00	10.00
2.	Role of Adult Education & Mass Media for Civic Education edited by J. C. Saxena and J. L. Sachdeva (1986)	50.00	8.00
3.	Literacy to Liberation Edited by S. C. Dutta (1986)	60.00	10.00
4.	Adult Education Research in India by Salamatullah and S. D. Bareth (1984)	40.00	7.00
5.	Study of Relationship between the Period of Learning and Level of Literacy and Reading Interests of Neo-Literates by Mushtaq Ahmad (1985)	40.00	7.00
6.	Non-Formal Adult Education for Women Edited by J. L. Sachdeva & Asha Vohra (1985)	10.00	2.00
7.	University Adult Education edited by S. C. Dutta & J. K. Friesen (1985)	25.00	5.00
8.	Adult Education for Parliamentary Democracy (1985)	15.00	4.00
9.	ASPBAE Comes of Age edited by S. C. Dutta (1985)	25.00	5 00
10.	Unity in Diversity : Role of Adult Education edited by S. C. Dutta (1985)	10.00	2.00
11.	Development among Rural Women : A Guide Book by Krishna Bai Nimbkar (1985)	10.00	2.00
12.	Towards a Comprehensive Adult Education Programme edited by S. R. Mohsini, J. L. Sachdeva & Asha Vohra (1983)	30.00	7.00
13.	Authentic Development : Role of Adult Education (1983)	7.00	2.00
14.	Research in Adult Education edited by S. C. Bhatia & B. R. Patil (1983)	6.00	2.00
15.	Towards a Dynamic Adult Education Programme (1981)	5.00	2.00
16.	Handbook for Adult Education Instructors (1980)	4.00	2.00
17.	Adult Education Development and the NAEP (1980)	5.00	2.00
18.	Recreational and Cultural Activities in Social Education (1969)	3.50	1.25
19.	Libraries in Social Education (1969)	3.50	1.25
20.	Seminar Techniques—(1966)	1.00	0.50
21.	Workers Education Abroad (1965)	2.00	1.00
22.	On to Eternity Vol. I Vol. III	25.00	7 00

Orders may be sent to

INDIAN ADULT EDUCATION ASSOCIATION
17-B, Indraprastha Estate, 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. It brings Indian Journal of Adult Education, Proudh Shiksha, Jagoo our Jagoo and IAEA Newsletter.

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. Life Membership fee is Rs. 250/-, yearly membership fee is Rs. 30/- Membership fee for Voluntary Organisations and Colleges is Rs. 75/- and Rs. 400/- for Government institutes/Universites.

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

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