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Special Issue on

DR. S.C. DUTTA

Indian Adult Education Association



Indian Journal of Adult Education

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

Contributions should be accompanied by either a stamped, self-addressed envelope or by International Reply Coupons. The average length of a manuscript should normally be between 1,500 and 2,000 words, in exceptional cases, articles of bigger length can be accepted. Mimeographed, Xeroxed 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 reference should come at the end and not on every page.

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"The incompleteness of education arises not only from lack of opportunity, but from the changing frame in which we exist, which renders what we learnt yesterday irrelevant in the world of tomorrow."

— S.C. Dutta

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Editorial

Readers of the Indian Journal of Adult Education lost a friend and an intellectual forebear on 4 December 1987, when Dr S C Dutta, President, Indian Adult Education Association, passed away at the age of 69. The end came rather too suddenly catching everyone unawares. On 4 December itself, around eight in the morning, your editor had a long chat with him over phone on matters ranging from the Rewari Conference to the Golden Jubilee celebrations of IAEA, including the Round Table on Human Rights to be organised under the auspices of IAEA on 5 December. His voice over telephone reflected his robust optimism and sheer zeal to get things done, and there was no indication of any physical or mental uneasiness in him. Within the next couple of hours, while discussing Adult Education at the National Institute of Educational Planning and Administration, (NIEPA), New Delhi, he had a massive heart attack; and thus came the abrupt end of a selfless and devoted life. Dutta died as a true Karma Yogi.

This issue of IJAE, devoted to the memory of Dr S C Dutta, describes the different aspects of his life and work, his mission, his vision and many of his ambitious plans which remain incomplete. In the words of his wife Bimla Dutta, who calls him as her "Friend, Guide, Teacher and Leader", "he was above caste, creed, colour, provincialism or communalism. He was a socialist, a communist, a revolutionary and a reformist." ASPBAE Secretary-General Wijetunga calls Dutta as a man of the people. He writes: "I remember many conversations I had with Dr Dutta, during which he shared his deep and sympathetic understanding of the situation of his people, their problems, and frustrations as well as aspirations". Malcolm S Adiseshiah says that "Dutta will above all be treasured for his intensely human qualities. He gathered around him a large group of men and women, who were held together by the band of Adult Education and who kept the banner of 'adult education flying high.'" When Bimla Dutta measures her husband as a tactful and successful leader, Chris

Duke, says: "Dutta enjoyed the intrigue and the infighting, the inwardness that makes up the administration and development of organisations, be they voluntary or governmental. He was a great conference goer and meetings man: a past-master of infiltration and influence; knowing when to take the floor or to get another colleague to do so; what to say when to whom in order to work for a resolution or other outcome beneficial to the development of adult education." The Canadian Adult Educator, James A Draper, who knew Dr Dutta for over two decades, describes him as a "patriot and a revolutionary in a very special way." He further says: "It was his ideals that helped to guide him towards realistic goals and provided him with the means by which these goals were to be achieved. To know Dutta was to respect his sincerity, his dedication, his generosity, his energy and his 'calmness'. It was also obvious how integral adult education and democracy were to his own life." R Gomez says that Dutta had a magnetic personality. "The magnetic forces," he writes, "which attracted all of us to him were: his pleasing countenance, his ever-readiness to receive anyone and listen to him/her with great interest and concern, his extensive and intensive experience and knowledge in the field of adult education, the personal attention and affection with which he counselled each and everyone of us, and above all, his deep commitment to the efficacy of adult education for social change."

Dutta was a thinker. He had a global view about the role of adult education in development. In his own words. "At this moment, when the mankind is facing a major crisis, when the 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."

S C Dutta

Development Learning : The Goal of Adult Education*

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 a great humanist, striving for human values and enlightenment, the twin objectives of my own entry into the field of adult education. Therefore, 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 broad-base 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

* Text of the reply of Dr Dutta on receiving the Nehru Literacy Award for 1985.

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 which 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.

National Development

Before the 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 nation's GNP. It was at this 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 a partner 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 intital 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.

Rural Development

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 programme 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 1970, education was equated with "schooling", a person's education 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 realities 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 life-long process. Non-formal Education began to occupy the centre of the stage.

The report of UNESCO's International 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 learning 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 Report also brought out the grave problems faced by developing countries because of their ill-fitting imported educational models.

Non-formal Education

The strategies to meet the basic needs of the poor, created a new interest 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 education 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 country 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 members of the population. Such centres can also respond to the growing and changing learning needs and human resource requirements 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 transformation of societies depends. Population control, family health, personal hygiene, nutrition, receptivity to innovations and educational motivations of children are all dependent upon educated 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.

A major crisis

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.

My Friend, Guide, Teacher and Leader

1939. I was then in I.Sc. first year in the Hindu College, Delhi, and he was in his M.A. first year. In those days Hindu College used to have a Students' Parliament. I was encouraged by my father and my brother to take interest in extracurricular activities. So I joined the Parliament of our College. The premier of the parliament was a short, very lean and thin Bengali young man dressed in a 'Khaddar Ki Dhoti' and 'Khaddar Ka Kurta', worn in a typical Bengali style having one end of his 'dhoti' tucked up in his side pocket and with a woollen shawl over his shoulders. In the Parliament all sorts of questions used to be put to him and he was very quick in answering them in a manner that it pleased and satisfied one and all. Nothing could disturb him, nothing could make him lose his balance. All oppositions and criticisms were dealt with in a very tactful manner.

One day my brother, who was a captain of the college cricket team, brought him home saying "Here is Mr S C Dutta who is the premier of our Parliament. He wants to have a lady minister in his cabinet. Will you agree to be one?" I just nodded without understanding what it meant. Whenever the Parliament was held, he gave me written answers which I read out when asked for. He used to manage the rest himself.

He was a very successful leader even at that tender age. Subsequently he became the speaker also. Dr Thadani who was a very efficient principal, had a great faith in him. He used to consult him in all important issues of the college, because he managed the student's affairs very efficiently and deftly.

Then all of a sudden he left college, partly because of the political situation in the country, and partly because of financial difficulties. He was born and brought up in a poor family. He hailed from Bengal. Both the elder and younger

brothers of his father died leaving young widows with many children. His father himself had eight living children. So the family was totally in difficult circumstances. Dutta's eldest brother, the first child of his father was the only educated and earning member in a large family of widows, sisters, daughters and many small children. So Dutta, after completing his matriculation shifted to Delhi to do graduation. His brother provided the basic necessities of life during his studies in Delhi, but could not pay his fees. His college mates and his admirers paid his B.A Examination fees and other fees necessary for his admission into M.A. I was told by Sarla Gupta, who later on married Yagya Dutt Sharma of the Communist Party, that he had been mingling with communists, anarchists and socialists. His younger brothers were very fond of premier shows of every film in town. They could not study beyond matriculation, whereas he remained clung to his college and books - books of all types, political, historical and literary, national and international. Books used to be scattered on his bed, under the mattress, on the shelves, here, there and everywhere. No one was allowed to touch them or even make the bed. He never went to any movie or cultural programme or even to the temples during Durga Puja days. His only hobby was to read. He did not go through the books superficially, but read the contents with full attention and concentration and grasped their deeper meaning, which he never forgot. He had a great knack of picking up pearls from the vast sea of knowledge. He did not have any adolescence. From childhood, he suddenly grew to be an adult. He had a powerful memory. Even thirty or forty years after leaving college, he used to recognise his college-mates, remember their antecedents, their whereabouts and their parentage. He always came forward to have a rapport with them. This also shows that leadership qualities in abundance were inherent and inborn in him. He had excellent relations with all the professors of the college irrespective of the fact whether they taught him or not.

A carnival was held at the Parade Ground, Red Fort. We two sisters had gone to see it with our brother. Just opposite the gate, there was a lite-

racy centre manned by him and V S Mathur. They both asked my brother to ask us to teach a few women how to write their names. Laughingly we invited some women to the counter. During those days most of the women did not know how to read and write. We put a pencil in their fingers, caught their fists in ours and made them write their names on a slate. Smilingly we told them to see how easy it was. They too were very pleased to write their own names.

An Atheist

He had started working with the Radical Democratic Party under the leadership of Dr M N Roy, who was radical, in his views on life, society and politics. At that time, he regarded Dr M N Roy as an ideal, perfect in everything. He was an atheist. For him, if there was any God, it was Dr M N Roy. He was so much influenced by Roy that although he was born in a very orthodox and conservative Hindu family, he became very liberal and modern in his ideas. He broke all old traditions and old customs that had been cherished in his family since long. For about five years he was working actively with Dr M N Roy. The Radical Democratic Party was publishing a newspaper in English named 'Vanguard'. He was working for that paper also.

Besides politics, he wanted to gain more and more knowledge in other fields. This hunger for knowledge made him so restless that after a gap of four to five years, he again joined M.A. He was getting a meagre honorarium from 'Vanguard' to manage his expenses. I also joined M.A. in a different subject and we became classmates. He thought that he would be able to do his M.A. peacefully along with his party work and work for 'Vanguard', but fate wanted to test his tolerance, patience and stamina. His father died. After some time his elder brother (who had been transferred elsewhere) died leaving a young widow of thirtytwo years with four daughters. They all came to Delhi to stay with him. This time he was determined to do M.A. He had no vehicle, not even a cycle. He used to walk everyday from Daryaganj to Delhi University and back. Ultimately he completed his M.A. In the mean time we got married.

Great political changes took place in India, and the country was divided into two. The Royist Group broke into pieces. 'Vanguard' closed down. He was jobless. There were eight mouths to be fed in Delhi alone with out a single penny.

He did not want to do any Government job as that would be a sort of bondage, but the circumstances forced him to apply at many places, but Government made it a policy to give preference to refugees only.

A class-mate of mine was able to get me programmes from A.I.R. I took up tuitions also. He wrote articles in papers occasionally, but still it was difficult to meet both ends.

In June 1948 he joined the Indian Adult Education Association as a paid worker for six months. At that time Ranjit M Chetsingh was the General Secretary and R K Balbir was the Executive Secretary. Dr Amar Nath Jha, the Vice-Chancellor of Allahabad University, was its President. The office of IAEA was located in the annexe of Balbirs house in Civil Lines.

In January 1949, came a pleasant surprise. A letter came from the Information and Broadcasting Ministry offering him a post of a Gazetted Officer in the News Services Division of A.I.R. This was really a surprise, because he had appeared in the competitive test in 1947 and due to the policy of rehabilitation of refugees, we had lost all hopes. Any way his happiness was increased manifold, firstly because his financial problems could be solved to some extent and secondly because he could still work for the Indian Adult Education Association in an honorary capacity.

The office of IAEA shifted from Balbir's house to our tiny little place. His duty hours in All India Radio were either early in the morning from 3 a.m. to 9 a.m. or late at night. This was a blessing in disguise for him. During the day he worked for the development and expansion of the Association as an Associate Secretary. There was only one part-time typist named Arjun Das, and no other staff member was there in the Association.

There were no almirahs, no racks, no tables. Papers and files remained lying on the floor. One day they all got wet due to the overflowing of the rain water pipe. Next day I had to run up and down the stairs to dry all the papers on the terrace.

Never Defeated

At the same time though Dutta and V S Mathur were facing the hardships of real life, they could not detach themselves from University affairs. They contested for the membership of Academic Council of Delhi University and both were successful. He never got defeated in any election, whether it was in his college, Students Federation, University, IAEA or ASPBAE.

In 1950 Ranjit M Chetsingh shifted to Batala and Dr S R Ranganathan became the General Secretary from 1950 to 1952. IAEA Office shifted to Faiz Bazar.

Dutta was then an Associate Secretary of IAEA. Soon after returning from A.I.R. he used to rush to the Association's office. He gave no time to the family.

In 1952 V.S.Mathur was elected as the General Secretary, but the same year he got a job in ICFTU. His headquarters were in Calcutta. He got married and migrated there. So all the responsibilities of the Association fell on Dutta, who worked whole-heartedly for the Association expanding it in all dimensions, developing relations with educationists, universities, institutions, social workers, social reformers, co-operative movement, social welfare board, village and panchayat workers and the like.

Dr Zakir Husain was the Vice-Chancellor of Jamia Millia Islamia. Dr Shafiq-ur-Rehman Kidwai was running 'Idara-Talmi-O-Tarraqi' in a small house in Karol Bagh. Both were devoted to the cause of Education, specially Adult Education.

Delhi was given the status of a State. Elections were held. Shafiq Sahib stood from Ajmeri Gate. Both Dutta and I worked for him. He worked

for Gurumukh Nihal Singh also. They both won in the election. Shafiq Sahib became the Education Minister of Delhi. He patronised the Association also. Unfortunately, Shafiq Sahib had a very short life. He left all of us very soon. In the meantime Dutta came quite close to him, Ch. Brahma Prakash, Dr Sushila Nayyar and Km Shanta Vashistha. Every one helped the Association at one time or the other.

Dr Zakir Husain had become the Vice-President and later on the President of India; and even being in a high position he neither forgot Dutta nor the Indian Adult Education Association. His association gave great inspiration to Dutta. He learnt a lot from him. In one of his books he had paid tributes to Zakir Saheb saying that it was Zakir Saheb who transformed him from mere clay into a human being. Yes, the credit of this transformation goes to Zakir Saheb, but the potentiality of Dutta in becoming a human being can not also be ignored.

In the early fifties, the Central Social Welfare Board was set up under the Chairmanship of Smt. Durga Bai Deshmukh. He worked for the Central Social Welfare Board also. The Board had given a few villages to prominent voluntary social workers. He was given Najafgarh area together with Smt. Gore and others. He worked very hard for it. In the early sixties he had also taken a CSWB project of condensed course for women for the Association.

Dutta had urged the Delhi University to set up a full-fledged Department of Adult Education. However, a paper on 'Adult Education' was included as one of the optional papers for the B.Ed. course. Delhi University did not stop at this. In November 1957, the dynamic Vice-Chancellor, Dr V K R V Rao, set up the Delhi University Extension Lecture Board, with Dr Nagendra as Secretary and Dutta as Joint Secretary.

As I have stated earlier, Dutta was neither born with a silver spoon in his mouth nor he had any God-father. But the people who understood his worth as selfless social and adult education wor-

ker pushed him up and helped him. He attended the International Conference of Social Work, held in Toronto in 1954.

In the same year, Mrs Welthy Fisher, a world renowned literacy worker, founder of Literacy House in India, was impressed by Dutta. She took him to Patna by road to find a suitable place for Literacy House. On the way back, the car met with a serious accident. Dutta and Mrs Fisher, both were badly wounded.

Both were of strong will power. They encouraged each other and both got well soon giving a surprise to Doctors, as if it was a miracle. Welthy Fisher was the first Nehru Literacy Award winner. Dutta was also nominated as a member of the Executive Board of Literacy House for many years to come.

In 1956 Dutta was elected as the General Secretary of the Association. Needless to say that he had left no aspect of Adult Education untouched. He became the founder-member of the Central Board for Workers Education in 1958 and was in the Board for twenty years, as a member of the Governing Body and in several other capacities.

International Work

In 1956 he came quite close to Arnold Hely. Similarity in nature, dedication for the same mission and admiration for selfless work attracted each other. They both joined to form the Asian South Pacific Bureau of Adult Education. He became the founder Chairman of ASPBAE during 1964-76 and Arnold Hely worked as its General Secretary. They both worked very harmoniously and expanded the Bureau and made every country in the region its member. Like IAEA, ASPBAE also expanded and established its roots well. He remained its Chairman for full 12 years. Australia, New Zealand, Singapore, Hongkong, Malaysia, Thailand, the Philippines, Japan, Korea, Sri Lanka and Bangladesh-all these countries held him with great respect.

He was conferred the Honorary Degree of Doctor of Literature by Keimyong University of the

Republic of Korea in 1979, in recognition of his outstanding services in the field of Adult Education.

Dr Dutta as General Secretary and Dr Mehta as the President of the Association persuaded the Government and the University Grants Commission to establish Departments of Adult & Continuing Education in the Universities. For this purpose it established the Indian University Association for Continuing Education in 1966. Dr M S Mehta became its first founder-President and Dr Dutta became its first founder Secretary. This was a great achievement to be proud of.

In 1962, war broke out between China and India. Dutta was transferred from A I R to the Press Information Bureau and was sent on deputation to Tejpur in North East Frontier Administration to cover the news of war. Luckily the war ended soon. He came back to Delhi, but remained in P.I B till he retired in 1977. His duty hours were from 10 a.m. to 5 p.m. This did not deter him from working for the Association. He spent the evenings looking after correspondence and sending the proper instructions on paper. Evenings were spent in building up contacts. Every second Saturday was spent in the Association. His job sometimes created hindrances for going abroad. Sometimes clearance to go was not given in time. Being a Government servant holding an important position, he could not be allowed to go anywhere at any time specially when he was attached to the Defence Ministry and later on when emergency was declared and he became the Deputy Chief Censor. Again he had to spend nights to censor news and Newspapers so that they were published by the next morning. In the day time again he started giving all his time to the Association. After his retirement, till his death he was devoted to the Association.

He never took casual or earned leaves to take the children out or to be with them. All his leave and holidays were spent in the Association and for the Association. Even during their sickness, the children were left in my care. This shows how attached was he to Adult Education and the Association.

In recognition of his distinguished services for the cause of Adult Education he was presented the Nehru Literacy Award by Indian Adult Education Association in 1985. He was a living Encyclopaedia about the freedom movement in India and knew about all incidents, achievements and errors. He knew how to read and write Urdu, Bengali, Hindi and English but he had very good command over English. This helped him in his journalistic carrier as well as in the Association. Due to his sharp journalistic talent, he could judge and decide very quickly what should be published and when. This is how he got such a lot of books published by the Association, both in English and Hindi. He used to compile, edit and write himself also. These books serve as reference books in India and abroad. Before his death he had written two books - 'History of Adult Education in India' and 'Adult Education in Third World'.

A Yogi

He was above caste, creed, colour, provincialism or communalism. He wanted to associate the Association with all the States and people of all classes. He always considered people high or low because of their worth, their character. Even after my marriage with him, he did not interfere in my faith. He was extremely simple in his requirements. He never demanded any special kind of food or clothes or facilities. He was satisfied with whatever was offered to him. He never forced me to prepare non-vegetarian diet for him.

He was a socialist, a communist, a revolutionary and a reformist. He wanted to bring a revolution in the whole socialistic structure. When I had built my house, there was a great opposition from him. He said, "Why cannot you live in one room as others do. Every facility should be equally divided in the society; you are doing great injustice to others". I could never win him by reasoning or by arguments. But still I could not give up the project considering the need for a roof for my growing children.

He was tactful. He could tackle the most noisy, rowdy, crude & irritable types of indivi-

duals. He had the knack of convincing and satisfying them with his reasoning and amicable talks.

He was a yogi, because after deciding and fixing his mission, his target and his goal, he would pursue it with all earnestness, efforts, strength, will power and full confidence. He was a yogi, because his needs were minimum & he could break the strongest attachment or tie within a second unless he thought it worth while sticking to it.

His sudden and untimely death has upset and perturbed everybody. The question 'why did it happen' was raised again and again in our hearts. So, after his demise, as soon as the rush of visitors was reduced, I went to many Cardiologists taking his medical prescriptions and ECG report with me. One of them told me that the ECG report was very bad. He should have been hospitalised immediately but he neither got himself admitted in any hospital nor took any rest, nor told anybody about it. Why? Perhaps because he did not want any rest. He wanted to work till his last breath. One Cardiologist from the G B Pant Hospital told me that a fatal heart attack never occurs so suddenly. The deterioration of the heart takes place gradually. You better try to unearth his past medical history.

Social service is not a bed of roses. So many ups and downs come in the way and he always kept him enveloped with these thorns. Since it is done from the heart, one takes it seriously. The first shock came to him while the building of Shafiq Memorial was under construction. The money that was collected ran short. The building remained incomplete. He ran from room to room in the Government offices for some financial grant, but all went futile. That was the beginning of his high blood-pressure. The officers in the Finance Ministry were very adamant and rigid. In no circumstances did they release any grant towards building construction. Jawaharlal Nehru came to inaugurate the half-constructed building, but he also did not or could not help as regards the funds were concerned. Dr Dutta had lost all hopes. Magan Bhai Deasi was then our Vice-President and the Vice-

Chancellor of Gujarat Vidyapeeth. He came to our rescue. He was friendly with Morarji Bhai, who was then the Finance Minister. He took Dr Dutta to the Finance Minister. Although promises were made, nothing could materialise, as political changes overtook the event.

The question of completion of building again came up haunting him night after night. Dr Mohan Sinha Mehta was then the President of IAEA and took great interest in the Association and its activities. He himself was a voluntary worker in the true sense of the word. Hence he could feel the pulse and agony of Dutta, and "devised ways and means of getting enough funds. Luckily, Dr K L Shrimali became the Education Minister. He had been associated with Dr Mehta in Vidya Bhawan at Udaipur. With his good offices, a building grant was obtained and the construction was completed. In an Annual Conference which was held after this incident, Dr Dutta became emotional. Tears rolled down his cheeks.

Here I would like to mention the name of Dr Roby Kidd. The Association and Dr Dutta were always grateful to him because he had helped in the construction of the building with donation collected for other countries interested in Adult Education.

Dr & Mrs Kidd were so highly impressed by Dr Dutta's contribution in the field of Adult Education that after the death of Dr Roby Kidd, Mrs Roby Kidd invited Dr Dutta to the Philippines to present award to the best adult educator of the country in the name of Dr Roby Kidd.

Dr Metha had appreciated and valued Dr Dutta's hard and selfless work for the society purely as a voluntary worker. He wanted to present his portrait to the Association. He had deputed Dr Koshy for that. But Dr Koshy could not get a good artist. He had paid the money given by Dr Mehta to an artist, who could not make a proper portrait of Dr Dutta. Thus that painting never decorated the walls of the Association.

Dr Mehta had only one complaint against him.

He always used to say "Dutta, why don't you dress properly". To me also he used to say many times, "Bimla,! Why don't you make Dutta dress properly". But, Dr Dutta's prompt reply used to be "People know me because of my work and not my clothes. I care a hoot for those who care for clothes and not my work".

Over the decades the culture of voluntry organisation went through a sea-change. Ego-projections of idle critics used to upset Dr Dutta. He believed in 'forgive & forget'.

Now since the man of great organizational capacity, immense grasping power and farsightedness has been snatched away from us, the best way to pay tributes to him is to propagate Adult Education in the broader sense of the term and work for total eradication of illiteracy from our country, specially illiteracy among women. As a tribute to him, Dr Dutta's family has established a Trust in his name - Dr S C Dutta Memorial (Trust) Foundation.

He was my friend & my guide, my teacher and my leader. I bow my head before him.

UNDER THE SHADOW OF SHIB CHANDRA DUTTA

Dr Dutta, whose sudden death occurred in December 1987, has been associated with the Asian-South Pacific Bureau of Adult Education (ASPBAE) from its very inception in 1964. This close association continued without interruption till the time of his death. In fact he was due to engage himself in two very important assignments for ASPBAE, when his sudden demise prevented him from doing so. In December 1987 he was to have attended the ASPBAE Evaluation-cum-Planning Meeting in Singapore, and in his characteristic manner, would have made a very valuable contribution to that meeting. It would also have been an excellent opportunity for him to have canvassed strong ASPBAE support for the forthcoming Golden Jubilee Celebrations of the Indian Association. This was an event which was very dear to him, and to which he looked forward so much. It is indeed an irony of fate that after so many years of yeoman service to IAEA, that Dr Dutta was denied this eagerly awaited historic moment. Because to him, he had no life apart from IAEA, with which he had been associated for nearly forty years (1948-1987).

Big void for ASPBAE

In January 1988 Dr Dutta was expected in Bangladesh, on a trouble-shooting mission, on behalf of ASPBAE Sub-Region 1. This is another area of activity in which Dr Dutta has displayed remarkable skill. His intimate knowledge of the Asian adult education scene, and the acquaintance with those engaged in it, made it easy for him to accomplish his occasional task as a trouble-shooter. What he would do for ASPBAE was to visit a particular country, meet people of both the NGO and government sectors and engage in discussions, either to facilitate the setting up of a member association, or to study a particular situation, and report back to ASPBAE in which way it should engage itself in its co-operation with the local

partners, or disengage itself from further cooperation, or even dissociate itself from a tangled web of internal disputes. In spite of a very widespread network of member associations and other partners, ASPBAE has not stopped looking for new partners. This, as well as dealing with existing partners, have required special skills and the right instincts and attitudes. Fortunately, Dr Dutta was endowed with these attributes, and they were always available to ASPBAE. His death, therefore, has certainly caused a big void for us in ASPBAE. ASPBAE was founded in 1964, in Sydney, Australia, during a Unesco Regional Seminar on "The Role of Universities and Schools in Adult Education". Delegates to this Seminar, including Dr Dutta, "generally agreed that some machinery should be created to foster and facilitate continuing consultation and cooperation among adult educators in the Asian-South Pacific region" (Lim Hoy Pick-1987). The Founding Meeting of ASPBAE was convened at the Womens' College, University of Sydney, on 28 January 1964, at which the first ASPBAE Executive was elected, with S C Dutta, as the Founding Chairman. This event took place nearly eight years before the birth of the International Council for Adult Education in 1972, in Tokyo, Japan.

The first ASPBAE Newsletter appeared in October 1964. The early years of ASPBAE saw numerous seminars and conferences, bringing together Asian and Pacific adult educators, including those from the Universities. Invariably Dr Dutta was a key participant in those events. An initial preoccupation of ASPBAE was the plan for an Asian Centre or Institute for Adult Education. Though locations were available, funds were not forthcoming. This perhaps is one of those dreams of Dr Dutta which failed to become a reality. But he seems to have persisted with this goal, as is evident from the deliberations of the Commonwealth Ministers of Education Conference, held in Colombo, in 1978, at which Dr Dutta was an ASPBAE delegate, and one of the significant recommendations made at this Conference was the setting up of a Commonwealth Institute of Adult Education in Asia. This again has proved abortive, while as an indirect bi-product we now have the Commonwealth Association for Trai-

ning and Education of Adults (CAETA). Incidentally, Dr Dutta was at Ukai Dam, Surat District, India, in March 1987, when CAETA was formally inaugurated.

Collective Effort

During the formative years of ASPBAE, Dr Dutta remained its Chairman, while Arnold Hely, Director of Adult Education, University of Adelaide, Australia, was the Honorary Secretary. It was their collective effort and the shared vision that saw ASPBAE continue to flourish, and bring to bear considerable influence on the adult education scene in Asia and the Pacific. In October 1966, nearly two years after its inception, ASPBAE met in conference in New Delhi. This would have been a very happy and proud moment for Dr Dutta, since this was the first ASPBAE Executive Meeting to be held in South Asia. In December 1967, exactly twenty years preceding the death of Dr Dutta, Arnold Hely, the first Honorary Secretary of ASPBAE also suddenly passed away, leaving behind a heavy burden and responsibility, on the unyielding shoulders of Dr Dutta.

During the next few years, ASPBAE continued to publish the Journal, which also had commenced publication in 1964. This was done by Bimla Dutta, as Editor, but the inspiration behind the effort is not beyond recognition. Dr Dutta was also instrumental in organising two Seminars on "The Training of Adult Educators", both held in New Delhi, in 1972 and 1974, thereby keeping ASPBAE on the move, though on a low-key, till 1974, when Dr Chris Duke took over as the first Secretary-General, and with that brought a new lease of life, optimism and dynamism to ASPBAE.

After 1974, Dr Dutta had much less responsibility in guiding the fortunes of ASPBAE, but continued as a much respected elder statesman of ASPBAE, always available for consultations, for participation as a resource person and as a trouble-shooter. In 1985, when ICAE selected Karl Gaspar of Mindanao, Philippines, for the Roby Kidd Award, it was Dr Dutta who travelled to this hot spot, and defiantly and courageously gave away the

Roby Kidd Award to Karl Gaspar, a political fugitive and victim of Marco's repressive regime.

Dr Dutta was also largely instrumental in organising the 21-year celebration of ASPBAE, held in New Delhi, in September 1985. To commemorate the event, Dutta himself edited and published on behalf of ASPBAE, 'ASPBAE Comes of Age : 1964-85.' Equally memorable was his initiative in remembering the pioneering services of Arnold Hely to ASPBAE, by recommending to the ASPBAE Executive an "Arnold Hely Award", for distinctive contributions to adult education and to ASPBAE. Dutta himself was recognised for his valuable services to adult education in Asia and the Pacific, by being awarded an Honorary Doctorate by the Keimyung University of Korea.

Man of the People

Dr Dutta was essentially a man of the people, though he had many opportunities to move with the high and mighty and in the shadow of great men and women. But to his last day he remained a simple, unassuming and unobtrusive person, content with his role and achievements, being very effective behind the scene, and not always yearning for the centre of the stage. I remember many conversations I had with Dr Dutta, during which he shared his deep and sympathetic understanding of the situation of his people, their problems, and frustrations as well as aspirations. In spite of years of working in public service, he carried little or no bureaucratic baggage with him. He was always flexible in his attitudes, and ever willing to cooperate and compromise, for the larger good. In his modesty he often reminded me of our Chinese friends, but in his criticism, he pulled no punches, and respected no authority, as he had displayed with his stirring intervention during the IAEA-sponsored debate on the New Education Policy (30 - 31 January 1987, New Delhi). At the same meeting he had unveiled his vision of the future role of and responsibility for IAEA, which in itself would be a challenge for, and a task to be accomplished by his able successors in the Indian Adult Education Association. Dr Dutta certainly

had made an outstanding contribution to the Indian and the regional adult education movement, and has left behind a challenging legacy to all his successors.

S C Dutta--the multifaceted adult educator

Adult Education in India covers a wide range of tasks, in all of which S C Dutta was deeply involved and immersed.

Dutta and Literacy

The major priority for Adult Education in the country is the literacy drive. Dutta shaped the activities of the Association in this priority area for over 3 decades as its Associate Secretary, General Secretary, Vice-President, Treasurer and President. He was active in meeting and encouraging grassroots workers, and for this purpose travelled widely in Punjab, UP, MP, Rajasthan, Bihar, West Bengal and in the South. In the training of literacy workers, animators, instructors and teachers, he made the point that literacy is a window to the world of wisdom, and a wide group of activities in life. Therefore, he insisted that the training of the literacy workers should not only be in the 3Rs, - Reading, Writing and Arithmetic, but also in some income earning & skill - of rural industry, home or cottage occupation, and, of course, agricultural work. He devoted the greater part of his professional life to spreading this literacy message.

Dutta and ASPBAE

The literacy world knows no national boundaries. On the basis of the adult education work in India, Dutta pioneered for UNESCO and the various Asian and South Pacific Adult Education Associations, the Asian and South Pacific Bureau of Adult Education, (ASPBAE). As its founding member, he nourished and cherished ASPBAE at every stage, attending its Governing Body meetings, and backing this up with seminars on problems of literacy learning, of functional literacy learning and of continuing education for the new literates, and guidelines for the Adult Education workers of Asia, Australia and New Zealand.

Dutta and Citizenship

Literacy for Dutta spilled over into the citizen's life. He realised that India could not be a real functioning democracy unless Adult Education was also used as a major instrument for developing in the people a sense of citizenship. A memorable conference that he organised at Pondicherry, to which he brought the great jurist, L M Singhvi, was on this subject of Adult Education becoming an instrument for the democratic development of the country. The Pondicherry declaration that he helped to fashion, has become a charter to every one in India, literate, neoliterate & illiterate, of learning through adult education how to exercise our constitutional rights responsibly and discharge our constitutional obligations fully. It is as part of this conviction, that, as one of his last acts, Dutta mobilised the highest constitutional organ of India, the Indian Parliament in this task of Parliamentarians taking their share in working with the people of their constituencies on literacy, and through such literacy making them responsible citizens. In this task, he was able to rope in one of his early associates, Prof N G Ranga, who is today the senior most member of Lok Sabha. He, with Dutta's help, has formed the Parliamentary Forum for Adult Education. This is one of the many monuments that Dutta has left behind.

Dutta and Industry

Dutta also had a vision of adult education in relation to industrial workers. He was able to mobilise Unesco's programme of polyvalent adult education and establish one of its centres here in Bombay. That centre trains workers and foremen in further education, and in the upgrading and updating their skills. Bombay was a strategic location for this purpose, because it is the heart of industrial India, and it is able to attract workers, trade union leaders & employers from all over India. All these groups were and are associated with the polyvalent adult education centre in Bombay.

Dutta as Author

Dutta was also a prolific writer, writing on

the various political, social, cultural and demographic facets of adult education. The publications which bear his name and impress, brought out by the Indian Adult Education Association bear witness to this enduring intellectual outpouring of Dutta. In fact, his many published works constitute in themselves a library of Adult Education. He realised that these writings should be available to the new literates, and encouraged his wife, Bimla Dutta, who ably assisted him, in the publishing, translating and writing of both national and international works in Hindi for the new learners.

Dutta as a Man

Dutta will above all be treasured for his intensely human qualities. He gathered around him a large group of men and women, who were held together by the band of adult education and who kept the banner of Adult Education flying high. From the days of R M Chetsingh, to N G Ranga, Mohan Sinha Mehta, V S Mathur, J C Mathur, Sushila Nayyar, Satyen Maitra and a host of devoted adult educators, he worked closely and devotedly knit together in strong and unbreakable human bonds a group of men & women who carried forward his concern and message of education. The link was S C Dutta - a small, quiet, powerfully motivated adult educator, whose love, care and friendship went out through this group to the illiterate millions of India.

S C Dutta--India's Great Servant of Adult Education

India has produced many fine adult educators - servants of humanity - whose contributions ran far beyond the shores of that huge nation. The greatest, of course, was Mahatma Gandhi, non-violent educator of humble individuals, of the people and the nation that make up modern India. Others have followed in the steps of Gandhiji, among them Mohan Sinha Mehta, Adiseshiah, and the late, and sorely lamented, servant of adult education, S.C.--Siva, or Shib Dutta, who was the means of my own introduction to Indian and also to Asia-wide adult education. I am far from being the only young man, or woman, whom Dutta introduced to the traditions and practices of Indian adult education, of Asian internationalism, and of adult education in the service of the people - especially the underprivileged, the exploited and the downtrodden, who were his special concern. It is heartening, as that generation of pre-Independence leaders passes away, to see new generations of committed and pragmatic radicals - for such ever was Dutta, even in the most difficult days of Indira Gandhi's Emergency - coming forward to leadership roles on the Indian, the Asian, and the wider international scene. Invidious as it may be, one might mention Kamla Bhasin, Anita Dighe, Om Shrivastava, and Rajesh Tandon, each of whom, like Dutta for so many years, I am privileged to count among my friends in India. There are others, equally committed and courageous, also like S.C. Dutta, committed to "adult education for a change". This is how I see Dutta's own service over more than four decades in India as continuing through the life and work of others in the same tradition.

The Catalyser

I first met Dutta in 1972 at an Asian regional workshop on the Training of Adult Educators,

the proceedings of which he subsequently co-edited. Here too were Dr Mehta and Kamla Bhasin, either side of Dutta in age; and all three of them sources of inspiration and challenge. Dutta, always the catalyser, animator and arranger, had attracted funds from one of the German foundations in his capacity as President of the Asian and South Pacific Bureau of Adult Education. These he used formally to hold a consultation on the need for training of adult educators in the Asian and Pacific region, and informally to help rebuild the Asian regional network which ASPBAE represented, but which distance and cost combined to make a very tenuous affair. Dutta continued to serve as President of ASPBAE from its foundation in 1964 until new circumstances, and some good fortune, enabled the Bureau to win wider membership and support, which went along with a new constitution, fashioned at ICAE's first major conference, at Dar--es--Salaam in 1976, and adopted the following year.

By the time of the Dar conference Dutta, had cajoled me into accepting the Secretary's post with ASPBAE, and he and I worked closely to identify country contact persons and plan a strategy for "selling" Asian internationalism to adult educators in the different countries of the region. We found ourselves sitting in conference centres and airport lounges in one place or another, chewing over the questions and problems : how to encourage government commitment, even in the more authoritarian regimes, which would support rather than subvert or suppress local voluntary and community effort; how to see to it that the efforts of national leaders in adult education were focussed on the needs of the "poorest of the poor", that the main beneficiaries were not simply a new supper-class of international adult educator jet-setters; and more specifically how to arrange, for example, for some form of Malaysian participation in ASPBAE, given the particular ethnic configurations of politics and representation in that country.

Dutta enjoyed the intrigue and the infighting, the inwardness that makes up the administr-

ation and development of organisations be they voluntary or governmental. He was a great conference goer and meetings man: a past-master of infiltration and influence; knowing when to take the floor or to get another colleague to do so; what to say when to whom in order to work for a resolution or other outcome beneficial to the development of adult education. Unesco seminar, Commonwealth conference, ILO gathering or Ministerial meeting - Dutta was equally at home in all of them, as also among the more informal gatherings of adult educators busy getting on with the work. Where Dutta differed from many professional meetings-goers was in his tireless, single-minded, unswerving, pursuit of the interests not of S.C. Dutta but of adult education. Because he was so unselfseeking, it was all the more pleasing to see his service and dedication recognised by the award of an honorary doctorate by Keimyung University in the Republic of Korea in the early eighties.

My own involvement with Asian adult education, and so inevitably with S.C. Dutta, apparently ended when I moved from the region to England in 1985. Only apparently, however. I discovered when I learned of Dutta's death and then looked at my files how often he had written to me about one matter or another in the past two years - a request for an article, some news about adult education in India, advice about a colleague who would be visiting the UK. Part of his success lay in his sheer energy and staying power. However difficult it was, Dutta would never give up on trying to get a laggardly country into active membership of ASPBAE, or to act as host to a seminar or workshop which might increase interest and be a basis for future commitment. Similarly he was for ever writing; about the needs of the nation for development, and the contribution of adult education; about the special responsibility which lay with the universities; or the shortcomings of government in sustaining energy and resources for national campaigns; or the unique contribution of the voluntary sector in organising and mobilising the harijans, the tribals and other particularly disadvantaged groups.

Others can say more about S.C. Dutta's half century of work for adult education in India, both as the longest serving officer of the Indian Adult Education Association - not surprising that he was always being pulled back for further terms of office when you looked at his energy and productivity! On the Asian scene there is no doubt that he, more than any other, deserves the credit for seeing that ASPBAE as an organisation, and Asian internationalism as its informing ideal, remained alive and was able to expand and develop as circumstances moved in this direction. Not only that. For some, institution-building becomes an end in itself, if not also a personal ego-trip. Dutta never lost sight of the mission, the purpose behind bodies like IAEA, ICAE and ASPBAE. It was an honour and a privilege for me to be able to work with and learn so much from him.

**A Personal Tribute to a Devoted Missionary of
Adult Education**

As we were at dinner on 4 December, my wife and I got a shock of our life as we heard in the T.V. News bulletin that Dr S.C. Dutta had passed away. I could hardly swallow the morsel of food in my mouth. We were stunned! The whole of that night Dr Dutta's face kept hovering before my eyes. We were so closely associated with various adult education and social education projects for nearly four decades that the very thought of Dr Dutta's sudden disappearance from the scene was too tragic a happening to visualise. My association with him started in 1949 when I joined the Delhi Administration as a Social Education Officer. Wedded as he was to the cause of adult education, we could never think of any project in this field without a close collaboration with him and the Indian Adult Education Association which he created and built step by step, brick by brick, with a rare foresight and judicious planning which were the hallmarks of his intellectual calibre. When we embarked on the UNESCO-sponsored project of an integrated social education programme in the rural areas of Delhi, comprising an Educational Caravan, a vast network of adult literacy centres, training of teachers and a Janata College at Alipore, Dr Dutta's whole-hearted support and guidance at every stage was an invaluable asset to the Department and to me personally. We built a rapport from the very start of my stint in the Education Department of Delhi and continued throughout my career in the Ministry of Education and in the Planning Commission. Whether it was a scheme for Workers' Education or an evaluation of the progress of various schemes of Social Education in different states or formulation of new projects, no Panel, Study Team or Commission could be fully represented if Dr S.C. Dutta was not one of its members. The close association that he had with the late Dr Zakir Husain, Mr Shafiqur Rehman Kidwai, Dr Mohan Sinha Mehta, Dr Amrik Singh, Dr Mrs Welthy Fisher, Mr Mushtaq Ahmad, Dr T.A. Koshy, S.

Sohan Singh, Mr M.C. Nanavatty and others, with whom both of us worked in collaboration, resulted in the growth and development of various projects in Lucknow, in Jamia-Millia, in Rajasthan and various other places which would stand as befitting memorials to him. His varied background and experience were always invaluable to all of us. He would put across his views so succinctly and lucidly that they were received with due respect and were always welcomed and appreciated.

Call of Duty

A sincere and devoted votary of adult education since his student days, he spared no effort to further its cause in every nook and corner of this vast country. He had built a personal rapport with ardent workers and luminaries in this field in various countries and was always invited as a distinguished expert to international conferences. Personal comforts were never one of his considerations when any project required his guidance and help. The call of duty was always the first priority for him. Even on the morning of 4th December, when he was leaving his house for a meeting at the National Institute of Educational Planning and Administration, he felt a slight discomfort in his chest. His devoted wife, Smt. Bimla Dutta, a life-long co-worker, suggested that for relieving him of the congestion he may inhale a little bit of oxygen from the cylinder that they had at their house which Smt Dutta used occasionally for her asthmatic ailments. He declined the offer politely and assured her that he was all right and she need not have any worry on that account. But little did he realise that the warning signal he had ignored would deprive his family and the host of his admirers all over the world for ever of the most devoted, sincere, unassuming and experienced adult educator of the world. True to his character, till the last moment of his life, he was engaged in discussions and deliberations regarding adult education projects when he suddenly collapsed in the office of an officer of the National Institute of Educational Planning and Administration, New Delhi. This illustrates most admirably his sense of duty and deep devotion to his life-long mission of adult education and the extension and expansion

of its various facets which were always the first and the highest priority for him. The most fitting memorial to Dr S C Dutta would be for us to carry on with renewed vigour and zeal the projects that he had visualised and drawn up for the Indian Adult Education Association including its Golden Jubilee in 1989.

James A. Draper

Adult Education for Democracy: Thoughts on S. C. Dutta

In reflecting on the life of a longtime friend, it seems fitting that my tribute to him should reflect some of the values that he held, and that when possible these be expressed in his own words. During my 25 years association with Dutta, "I came to know of his deep faith in the role of non-government organizations (NGO) in democracy and in adult education. All of these are, of course, inter-related and symbolize a profound belief in the power and capabilities of common people.

In 1978, the year in which an ambitious literacy campaign was launched in India, Dutta commented that "...the character of an organization should not be judged by its composition, nor by its sources of income but by the sole criteria of its decision-making bodies". (3) He goes on to say that "A free organization of people taking its own decision for the benefit of their fellow-beings and pursuing its own programme is a voluntary organization". The Indian Adult Education Association is one of many organizations in India that fits his criteria, and to which Dutta was highly committed. In some ways, and to many people, Dutta's name and that of IAEA will be synonymously associated. There is no doubt of the years of dedication he gave to the Association, in part because he believed in it as an NGO, characterized by his description above.

Minds of Men

At the 25th All India Adult Education Conference, held in Bombay in 1972, I remember Dutta saying that democracy must ensure participation and that adult education bears a major responsibility for overcoming apathy to participation and to help to create individual interest in public affairs. Those attending that conference will

recall his philosophical statement that:

It is in the attitudes and minds of men that social revolution has to be brought about and that adult education for democracy should become a harbinger of a new order where everybody is ensured equality of opportunity, basic minimum necessities and social justice. (4)

Any nation attempting to fulfill its destiny as a democracy can only do so when its people reflect on both the purposes and the achievements of democracy. Dutta fully understood this. Furthermore, he believed that "The programme of adult education for democracy should be undertaken by voluntary agencies..." Such agencies, he says, were "...the projection of popular initiative and enthusiasm". Dutta knew very well the large-scale re-structuring India required of itself after independence and the emphasis that was placed on social change through individual and community change.

When speaking about social education and social values, he was critical of antiquated social institutions. He carefully pointed out that it is not without significance that "adult education in India has been given the specific name of social education." Dutta believed in adult education for democracy. More than that, he saw democracy as a way of life.

Dr S. C. Dutta was committed to the place that non-formal education can and does perform in extending greater educational opportunities to a wider number of men and women. His criteria for success of voluntary organizations doing non-formal education is to be based on "innovation, experimentation, collaboration and team work". I'm sure that he would also add "enthusiasm".

It was highly appropriate and symbolic that Dutta should have been the editor of On To Eternity, an account of the presidential addresses and resolutions of the All-India Adult Education Conferences, 1938-1973. He had a deep historical sense because he and his colleagues in adult educ-

ation, now many of them gone, both lived and helped to create history. Dutta was equally committed to both pre- and post-independence ideals and goals. In fact, one was a continuation of the other. Dutta experienced and influenced both.

Path for reconstruction

It was both wise and natural, it seems, that leaders in India chose social education, adult education, non-formal education, as the path for reconstruction. To build a nation from its roots requires the learning of individuals. Since social institutions are created by people, so too does the dismantling or changing of these institutions, and the creation of new ones, depend on the wisdom and energy of people. It is individual change that is the basis for social change. Dutta's view that social change begins in the minds of men and women is insightful. Given these goals, there is no individual that is not exempt from learning. An examination of these comments leads one to examine the very social fabric of society itself. How can a democracy best facilitate learning? What barriers exist, and what needs to be done to overcome factors which prevent or discourage people from becoming involved in meaningful and intertional learning? Dutta's concern about participation is especially relevant here. One such barrier might indeed be in the minds of men and women, if they deny that it is only others that need to learn and to change.

How can the vast experience in the field of adult education practice be appropriately shared and reflected upon, so as to lead to effective programming and the usage of resources, including human resources? How can one systematically build a body of knowledge in adult education, unique to India? Only recently has adult education as a discipline within the social sciences been recognized, even though this is still not fully accepted.

Dutta realized as well that education begins by recognizing, as an adult, that education has both value and utility. The achievement of conquerors was the colonization of the mind. With free-

dom and democracy, the great challenge is to 'democratize' the mind, such that the expression of democracy comes deep from within. Participation in learning and growth also begins from within.

Democracy, non-government organizations and adult education are not to be taken for granted. To do so would be to lose the value which each has. Seeing them as inter-dependent, as essential ingredients towards the same end, is both wise and profound. Dutta helped to build a greater cohesiveness between these elements. Education for social responsibility was always fundamental for him. Many times over, Dutta expressed a deep faith in social change through a wider and deeper diffusion and expansion of adult education.

Dutta was unquestionably a patriot and a revolutionary in a very special way. He was both an idealist and a realist. It was his ideals that helped to guide him towards realistic goals and provided him with the means by which these goals were to be achieved. To know Dutta was to respect his sincerity, his dedication, his generosity, his energy and his 'calmness'. It was also obvious how integral adult education and democracy were to his own life. He not only talked about them; but he lived them and together these gave both his own life and the field of adult education their richness.

Notes

1. The author first met S. C. Dutta in 1964, shortly after the author joined the University of Rajasthan. Together and with others, they planned the first All-India Conference on Adult Education, held at Mt. Abu, Rajasthan, in 1965. Together and with others they were also involved in planning and implementing the first All-India Conference on University Adult Education, held in Bhopal, also in 1965. Over the years, Dutta and the author have always kept in close correspondence with each other, combined with personal meetings, the last being in Dutta's home in April, 1987. Both were speakers at the 25th All-India Adult Education Conference, 1972, and

together participated in other such events as well as special projects.

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S.C. DUTTA--THE ADULT EDUCATOR

Nehru Literacy Award was presented to Dr. S.C. Dutta at the annual conference of the Indian Adult Education Association held at Trivandrum on 20 December, 1985 by Shri V.M. Sudheeran, speaker of the Kerala Legislative Assembly. Actually he deserved the award much earlier, but he was resisting the same due to his close association with the organisation. He was instrumental in the creation of Indian University Association for Continuing Education (IUACE) and the Asian South Pacific Bureau of Adult Education (ASPBAE) which he served in different capacities for a long period. But it was the Indian Adult Education Association which had the maximum benefit of Dutta's leadership. Adult Education was closest to his heart. He devoted his whole life for the cause of adult education. He was an adult educator of eminence.

While Dr. Dutta was in Trivandrum for the Conference, he spent much time meeting adult educators and sharing with them his ideas and dreams regarding the Association. Mrs. & Dr. Dutta found time out to meet Mrs. Lakshmi N. Menon, who is keenly interested and involved in the eradication of illiteracy among women. Dr. (Miss) Pushpita John, former Dean, Faculty of Education of the University also was with Mrs. Menon at her residence. Perhaps it is that meeting which was instrumental in the institution of Tagore Literacy Award (by IAEA in 1987) for outstanding work in the field of women's literacy.

He was always dreaming about the Jubilee celebrations of IAEA to be held in 1988-89. Even before becoming the president of the Association, he was planning for the same. He wanted to bring out a series of books on the history of adult education in each State and had identified competent persons to do this job.

Recognitions and Awards

Dutta was closely associated with Malcolm

Adishesiah, V.S. Mathur, M.S. Mehta, Roby Kidd, Chris Duke, M.G. Mane, and T.A. Koshy - just to mention a few. It was the Korean authorities who came forward to honour him with an honorary Doctorate. Then came the ASPBAE Award. It is however consoling that the recognitions came during his life time.

At a reception organised by Trivandrumiees in December 1985, in honour of his receiving the Nehru Literacy Award, the Kerala Hindi Prachar Sabha hall was full to its capacity. Dutta's award was acclaimed a well deserving by all those who gave felicitations to him.

The Indian Journal of Adult Education used to carry Dutta's views and articles very often. He was a regular book reviewer in IJAE. It was he who suggested making IJAE a quarterly one with qualitative improvement. The number on Human Rights (No. 4, 1987) was actually his brain child, though he could not see it through. Instead, we had to announce his sad demise in its opening page.

Even on the last day of his earthly life, he was discussing with NIEPA officials on matters relating to Adult Education. The end came so suddenly that no one could believe the news. He could have served adult education for many more years. Mrs. Bimla Dutta and other members of the family have decided to form a trust which, among other things, could honour an adult educator, or a social worker of eminence every year in his name. KANFED has resolved to institute a State level award in the name of Dutta for commendable work in the field of adult education/social work/community service from 1988. IAEA could also institute, like the Dr. Zakir Husain Memorial Lecture, another Dr. Dutta Memorial lecture in conjunction with the annual conference.

I was closely associated with Dr. Dutta for about two decades. Whenever I used to visit IAEA office in New Delhi, it was a pleasure to see Dr. Dutta engaged in some kind of work relating to the activities of the Association. He had identified himself with the Association so much that the void created by his death is difficult to be filled.

The history of adult education in India, is a landmark among his many works.

Dr. Dutta was an adult educator of international repute. Quite unassuming, Dr. Dutta always had a smiling face. I had never seen him losing his temper, even in difficult situations. He was always nice to his colleagues and co-workers. The IAEA owes much to Dr. Dutta for what it is now. It is up to the Association to make his memory everlasting through appropriate measures. Let us all dedicate ourselves to the cause of adult education, with the firm determination to wipe out illiteracy from India at least by the dawn of the next century, for which Dr. Dutta tried his level best throughout his life time.

Dr. S.C. Dutta : An Appreciation

I knew Dr. Dutta over a quarter of a century. At first he was just a name which kept recurring in the literature on adult education in India. It was clear that here was a committed, dynamic person, determined to see that adult education should have its rightful place in the education family.

It was later that I had the privilege of meeting him. Small in stature, but large in vision: talking with him about the issues confronting adult education worldwide was invariably an uplifting experience. His passing means I can no longer turn for advice to a stalwart champion for the education of adults. And deeply felt, I have lost a friend. I am sure that there are countless others in every continent who would say the same.

S.C. DUTTA : A Tribute

The sudden death of Dr. S.C. Dutta was a great shock to the adult education movement and to the Indian Adult Education Association. It has caused grief to a large circle of his friends and colleagues. Dr. Dutta was wedded to adult education for a period of nearly 50 years and his sudden departure has left a great vacuum. The great thing was that all these years Dr. Dutta has done a voluntary service to the cause of adult education. He was so much committed to adult education that many people never knew that he had a full time job in the Ministry of Information and Broadcasting.

Dr. Dutta was not happy that adult education programme, by and large, has boiled down to a mere literacy programme. He was keen that illiteracy should be wiped out from the country in the shortest possible time; he used to emphasise that in adult education all should have opportunity of having education throughout life. All should have opportunity for extending, expanding, reviewing and refreshing their knowledge.

Dr. Dutta used to say that it would be difficult to achieve cent per cent literacy in the country; but if 70 per cent literacy could be achieved, the country will reach a take-off stage and the pace of development would get accelerated.

For the last five years, Dr. Dutta, was laying great stress on women's education. He believed that women are the best agents of social change and education of women holds the key to all other elements on which the transformation of societies depends. Population control, family health, personal hygiene, nutrition and educational motivation of children are possible only when there are educated women.

He emphasised the establishment of Development Centres to accommodate the highly diverse and

constantly growing and changing learning needs and interests of all members of the population. These centres, he felt, should 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". Let us hope that the Jana Shikshan Nilayams, being set up under the National Literacy Mission would serve as development centres as conceived by Dr. Dutta.

Dr. Dutta used to lay emphasis on education of industrial workers because they are organised, normally stay in one compact locality, and had rudiments of understanding, some information and knowledge about the life and society of which they are part. He believed that successful adult education programme among industrial workers will have an automatic impact on rural areas, because most of the industrial workers still have their roots in villages. They will carry with them the impact of what they have gained through adult education and leave an impression on their rural friends and relatives. The rural areas will start demanding adult education and the problem of motivation in rural areas to a great extent will be solved.

Though he was 69, he had the strength and vigour of a man of fifty. He was a thinker and a powerful writer. The most fitting tribute to the late Dr. S.C. Dutta would be to continue with the good work he was doing for adult education - for and on behalf of the Indian Adult Education Association - with vigour and dedication and to establish a Learning Society in which everybody gets an opportunity to learn.

D U T T A S A H E B

Dutta Saheb - This is how Dr. S.C. Dutta used to be affectionately called by his friends in the adult education circle. Out of over four decades Dutta Saheb served the Indian Adult Education Association, I had known him and moved with him very closely for about a decade.

In many national level meetings on adult education at Delhi and at other places, I had the privilege and pleasure of meeting Dutta Saheb. I always looked forward to the occasion of coming in contact with him. He was my Guru and guide when I was the Director of the State Resource Centre for Non-formal Education of Tamilnadu for nine long years.

In the 'Preface' to the book "From Literacy to Liberation" which Dr. Dutta had edited, he had paid a glowing tribute to Dr. Zakir Husain in the following words: "In his inimitable style through stories and anecdotes, he was able to make me understand some of the difficult, abstruse and subtle philosophical truths, and instilled in me a determination to remain steadfast to my purposes and goals, a quest for excellence and an active concern for the weak, down-trodden and exploited - ideals which have ever remained the corner-stone in my life." Now, I can write the same about our beloved and unforgettable Dutta Saheb.

Dutta Saheb was a magnetic personality. The magnetic forces which attracted all of us to him were: his pleasing countenance, his ever-readiness to receive anyone and listen to him/her with great interest and concern, his extensive and intensive experience and knowledge in the field of adult education, the personal attention and affection with which he counselled each and every one of us and above all, his "deep commitment to the efficacy of adult education for social change". They were unique and will remain ever green in our memories.

In the first week of April 1984, the Directorate of Adult Education, New Delhi, had invited a few adult education experts from all over the country to Sriniketan, Bolpur, West Bengal, for an eight-day workshop to prepare a Handbook on Training for the Adult Education Functionaries. Dutta Saheb also was one of them. In spite of the tall promises made by the Government, adult education was limping in the years after 1980. Dutta Saheb was a bit perturbed about that fact and said the following words to me which are still ringing in my ears: "We have started a new trend in adult education since 1977 with its three-pronged approach of awareness-building, functionality and literacy. The IAEA has put its hands to the plough and it is not going to look back. And we look forward to young and second-line leaders like you, Dr. Gomez, to carry on this mission unflinchingly and unswervingly."

Dr. Dutta was emotionally attached to the cause of adult education in general and to IAEA in particular. He was always preoccupied with giving financial stability to the Association, which, I think, he had achieved one hundred percent and more. The Shafiq Memorial building, the many publications of IAEA, especially the number of books which were personally edited by Dr. Dutta, the awards instituted by IAEA - all these speak loudly for his farsightedness and genius for fund-raising. On very many occasions he has shared with us the initial struggles he went through to raise funds for IAEA and for putting up the monumental building Shafiq Memorial. That is the reason all of us thronged to him whenever we needed ideas and suggestions for fund-raising for the work and activities we are doing in the field of adult and non-formal education.

My penultimate meeting with Dr. Dutta was on 12 March 1987 in Hotel Plam Grove at Madras. IAEA had organised its South Zone Conference there. In the air-conditioned conference hall and in his black shervani, Dutta Saheb looked fresh and smart. In his never diminishing vigour, he insisted that all educated people should be involved in the Mass Programme of Functional Literacy and it should not be limited and narrowed down to the

college students and NSS volunteers alone. We should not forget here the fact that Dr. Dutta was instrumental in persuading the Universities in India to undertake Adult and Continuing Education work and that he was the founder Secretary of the Indian University Association for Continuing Education.

On the same occasion Dutta Saheb made an appeal for a mass movement which should start from the grass-root organisations and that educated women in particular should be motivated to take up that work. He said emphatically that unless women were educated, the impact of development would not be felt. Immediately after that, IAEA instituted the Tagore Memorial Award for Women's Literacy. It is not difficult to infer that Dutta Saheb as the President of IAEA was instrumental in instituting this award.

Immediately after the South Zone Conference, I wrote to Dutta Saheb, bitterly complaining about some organisational aspects of the same. He was a perfect gentleman. He did not commit anything in writing. But when I went to IAEA on 26 June 1987 to pay a courtesy call and buy a few books, Dr. Dutta showed himself up, profusely thanked me for my long letter of 14 March 1987 and discussed with me about a few plans and designs of his.

I had just then bought the book "History of Adult Education in India" by Dr. Dutta. He snatched that book from my hands and discussed with me the plan of IAEA to bring out a comprehensive history of adult education in India. He requested my help in writing the history of adult education in Tamilnadu in the past one decade. He asserted, "A priestly person and bachelor like you is wedded to the cause of adult and non-formal education all the 24 hours of the day. IAEA cannot find a person more suitable than you to fulfil this task." I was shocked and surprised at the personal and intimate knowledge he had about me. At the same time, I was ashamed of my scanty knowledge about Dutta Saheb.

And that was the last time I saw and heard him. The sad news with the headline "S.C. Dutta is no more" in the IAEA Newsletter of November-December

ber 1987 shook me to the roots. I felt and still feel that I have lost a good friend, Guru and guide. It is indeed a great loss to all those who have known him and moved with him closely. Only time has to help us to get reconciled with the hard and sad reality that our dear beloved Dutta Saheb is no more.

In loving memory of Dr. S.C. Dutta

I had the good fortune to get acquainted with Dr. S.C. Dutta on three occasions. Once during a week-long workshop on monitoring of NAEP organised at New Delhi. Once during a week-long seminar on Adult Education at Santiniketan, West Bengal. And once during an annual conference of Indian Adult Education Association held at Trivandrum.

At the Delhi workshop, I saw him as a serious worker-cum-academician. He was very clear in the concepts and helped others to get a deeper understanding of the problems involved by short comments wherever required.

At the Santiniketan seminar, both of us were staying in the 2nd floor of the guest house, and therefore, could get sufficient time for close interaction. In the beautiful moonlight nights we used to chat in the garden in front of the guest house in the company of other participants of the seminar. Miss Parvati from Bengal used to sing some Bengali songs at the request of Duttaji.

During a role play presented in the seminar by a participant from Bihar, Duttaji took genuine interest and acted as a member of the lowest strata. He caught hold of the UNESCO Expert at the seminar, who happened to be acting as an upper class citizen, shouting "I will snatch away your money that you have saved by exploiting us." This joke made all the participants laugh for a long while.

At the dining table he used to crack jokes. He laughed and made others laugh.

It was during this stay that we had a long conversation for about 3 hours which was later published in the Hindi Magazine, 'Keral Jyoti' in its special number brought out on the occasion of the annual conference of Indian Adult Education

Association held at Trivandrum. Duttaji was honoured with the 'Nehru Literacy Award' in this conference.

During his stay at Trivandrum in connection with the above conference, he was given a grand reception at the Kerala Hindi Prachara Sabha, under the joint auspices of the Sabha and various other literary and cultural organisations of Trivandrum. Smt. Bimla Dutta also participated in the reception. He was garlanded by all the sponsoring organisations. A beautiful momento was also presented to Dr. Dutta at this function.

He was given another reception during the occasion at the Saksharata Bhavan, KANFED, Trivandrum.

What impressed me most was his commitment to the cause of adult education. He was not earning his bread from adult education. He utilised all his spare time for his favourite life long mission. After retirement from the Government of India, he spent all his time in adult education activities. Certainly he has set a model before others in the field. Let us gain inspiration from his life and work.

SOME ASPECTS OF INDIAN ADULT EDUCATION:

S.C. Dutta's ideas and involvement in the promotion of adult education in India

Dr. S.C. Dutta was one of the prominent adult educators of modern India. Committed to the cause of adult education, Dr. Dutta, continuously strived to promote a variety of adult education programmes in India. He was not only actively connected with the Indian Adult Education Association, but also with several international organizations during the last four decades. He was not only a man of ideas but also a man of action.

During the course of a detailed interview,* Dr. Dutta narrated his vast experiences in the field of adult education. The following excerpts from the interview provide glimpses of Dr. Dutta's concern for the development of adult education in India.

Q. How and when did you get involved with the programme of adult education ?

A. In 1937, immediately after the Congress came to power (in certain provinces), student movement became a part and parcel of India's freedom struggle. As I was the General Secretary of Students' Federation of India at St. Stephens College, we decided to participate in India's freedom movement mainly by educating the masses. At that time the main purpose of adult education programme was to inculcate political awareness among the masses and it was successful.

Now also, if adult education programme becomes a part of nation building, it would be effective..... I strayed into adult education as a political strategy.

* A taped interview was conducted with Dr. S.C. Dutta on 9th May, 1987 at his residence by Dr. S.Y. Shah in connection with the forthcoming study on "The State And Adult Education In India".

Q. I understand that you have been actively associated with the Indian Adult Education Association (IAEA) for a long time. What were the circumstances that brought you closer towards IAEA and what was your role ?

A. As I was involved in the programme of Students' Literacy League in Delhi, I was aware of the move to set up an organization of adult education and I got a chance to interact with a number of adult educators..... From 1948 onwards I happened to have some key position in IAEA..... Largely I was responsible for whatever happened.

Q. Do you think that IAEA has succeeded in achieving its aims and objectives ?

A. The main role of IAEA was that of a catalyst. It helped to grow a variety of institutions to do the work of adult education..... In 1965 it played a key role in seeking the involvement of universities in adult education. Then it created the Indian University Association for Continuing Education (IUACE)..... We worked on UGC. Since Dr. Mohan Sinha Mehta, the Vice Chancellor of Rajasthan University was the President of IAEA, we could deal with UGC. Later, during the days of Dr. D.S. Kothari, we could work with UGC since Dr. Kothari and Dr. Mehta, were close to each other... IAEA has kept the flag of adult education flying continuously.

Q. What was the attitude of the British Government towards adult education ?

A. Government never came out openly..... However, some Britishers were in favour of adult education. For example, Sir Maurice Gwyer who was the President of Students Literacy League extended monetary help in his individual capacity..... A British group known as Quakers extended academic help. The principal of St. Stephens College, Prof. Richardson also took keen interest in adult education..... During 1939-44, no money was allocated by the Government in any province due to war. The programme of adult education continued mainly because of voluntary contributions from individuals.

Q. Did the Indian leaders show interest in adult education programme during the British period ?

A. Since adult education was an integral part of the freedom struggle, all eminent Indian leaders took keen interest in the programme..... Dr. Zakir Husain was the key person. It was he who initially propagated the idea of adult education and development. After independence he told me: "We have so far achieved only political freedom. We have still to struggle for freedom from illiteracy. In Bihar, Dr. Syed Mahmud and Dr. Rajendra Prasad took active part in the eradication of illiteracy. In fact, the first series of books on literacy were known as Rajendra Prasad series..... Pandit Nehru attended the ceremony of laying the foundation stone of the IAEA building. In fact, he came half an hour earlier that day. The actual foundation stone was laid by a neoliterate. Nehru also attended the Dedication Ceremony and the Seminar on Production of Literature for Neoliterates held at Jamia.

Q. What should be the role of Government of India in furthering the cause of adult education in India ?

A. I do not think that a state apparatus which has come as a gift of the British administration can initiate any social change. It has to be taken up by Voluntary Organizations. Government job is to fund the programme, because today it is the main funding agency in the country.

Q. What has been your experience in working with the university system in India ? What role do you perceive for the universities in adult education ?

Indian Universities never welcomed us (adult educators). They thought that adult education was literacy, and so, IAEA should not be associated with the universities. Hence, the meetings of IAEA did not attract university professors. So, we created another association called IUACE, mainly involving university people. Now universities are taking interest in adult education. Dr. Madhuri Shah implemented the programme of developing and implementing adult education programme through the

universities. She expanded the programme rapidly and it created some problems. Experienced people were not recruited due to rigid university regulations.

Today universities have been given grants to organize literacy centres. But the question is: why should a director, who is of the rank of a professor, be put to the task of running centres which could be easily managed by a project officer of a voluntary organization? It is degrading the status of a professor and wasting the resources..... He should take up research and write books; quality literature is essential to develop the discipline of adult education.

In 1952, we had initiated a proposal to set up a Department of Adult Education at the University of Delhi. Since the Government did not provide money, the University of Delhi could not set up an exclusive Department of Adult Education, and instead, introduced a paper on Adult Education in the B.Ed curriculum. In 1960, we succeeded in persuading Dr. V.K.R.V. Rao, then Vice-Chancellor of Delhi University to set up an Extra-Mural Studies Board to organize fourteen extension lectures on the theme of "Know our India". When Dr. C.D. Deshmukh became the Vice-Chancellor of Delhi University, the School of Correspondence and Continuing Education was established so that continuing education programmes could be organised out of the profits earned from the correspondence programme.....

HEAD OF ICE, HEART OF FIRE AND HANDS OF STEEL

It was my good fortune to claim S C Dutta as a friend and a valuable colleague for over the last four decades. As a college student, I used to spend summer vacation in my home town Hoshangabad (MP). The Friend's Rural Centre at Rasulia is located on the fringe of this district town. Shri Ranjit M Chetsingh took over the centre about the time second world war began in 1938. The settlement had a small library and a reading room and their Radio set was the only one in town which attracted us in the absence of any other social, cultural or leisure time activities. Ranjit Chetsingh always took much interest in youth activities and discussed socio-economic problems of the day with us. He was a nationalist and a Gandhian who believed in the critical importance of education as the fulcrum of freedom, progress and development. He, however, laid stress on the importance of Adult Education which in those days meant Adult Literacy. With the help of stalwarts like Shah Mohamd Suleiman, Rajkumari Amrit Kaur, N G Ranga, Syed Mahmud, Vijay Lakshmi Pandit and others organised the Indian Adult Education Association in 1939. Since Shri Chetsingh was the General Secretary, the head office of the Association was initially located at the Rasulia Centre. Some of us used to render voluntary service to assist the office work of the organisation specially, when the Indian Journal of Adult Education commenced publication, it used to be printed at the Mission Press, Jubbulpore, and bulk copies used to be brought to Hoshangahbad for despatch. It was soon realised that it was impossible to run an all India organisation effectively from an outback place like Rasulia village and the Headquarters had to be shifted to a central place like Bombay or Delhi. Ultimately, Delhi was chosen for this purpose and it was then that we first heard the name of a very committed young activist - S C Dutta, who could render very useful service in running the new headquarters of the Association at Delhi. It was, however, not until 1949 that I

first met S C Dutta at the residence of Dr M S Gore, who a year earlier, had joined the National YWCA School of Social Work at Mall Road. The third session of the Indian Conference of Social Work was scheduled for December 1949 and by that time a Delhi Branch was functioning with Mrs Hanna Sen as its chairperson.

A Student Activist

By then S C Dutta was known as a student activist - with much appreciation and dedication to Radical Humanism of Dr M N Roy. However, since his college days onwards, his concern for human development found expression in promoting adult literacy as the sine-qua-non of adult education - the most important variable in development and unfolding of human personality to its optimum. In any first encounter one felt him to be rather shy and introvert, whose brief and pointed interlocution gave the glimpse of a firm, clear and imaginative mind, imbued with uncommon dedication and missionary zeal. By then the office of IAEA had shifted to the Quaker Centre at Rajpur Road, Delhi and about that time he was nominated Associate Secretary of the Association, which meant full time work which he could hardly afford due to his pecuniary circumstances at that time. Perhaps IAEA could and did initially provide a small honorarium, but he refused to continue in that situation as it might have stood in the way of his missionary urge and effective contribution to the organisation. He, therefore, began scanning the employment possibilities at a place where he would have time to work for IAEA. He thus landed in a job in the News Room of AIR and for decades opted out for the early morning or late evening or late night shifts so that he could devote the best part of the day to his first love, Adult Education. He even resisted transfers and promotions for long years so as to enable him to continue the balance between meeting material needs of the family and rendering voluntary service to the cause of Adult Education. As far as one recollects he steadfastly served as Honorary General Secretary of the organisation for more than a quarter of a century. He used most of his official leave to attend meetings/conferences of the Association. One would be

inclined to believe that his work style adversely affected his family, and perhaps the family also sacrificed and pitched in to enable him make a constructive contribution to a national cause.

Empathy

It will be wrong to conclude, however, that Adult Education was the be all and end all of his life. In time he became an active member of the Indian Conference of Social Work and served with distinction as Honorary General Secretary of the office which functioned from his 30 Faiz Bazar office. He attended several national and international conferences with the present writer notably at Toronto and Tokyo. On such occasions he would maintain a low but alert profile, while maintaining the communication link between members of diverse and heterogeneous elements that constituted the Indian delegation. He was a very effective coordinator and he never projected his ego in inter-personal association. He had empathy in large measure and a natural gift to listen to and appreciate others points of view. He never took a rigid confrontational stand even on issues where he felt strongly, but allayed misgivings of others and resolved divergence and conflicts through cool persuasion and profound understanding. He never compromised on vital issues or principles. He was always poised and with a smile and hardly ever lost his cool, but when his nerves were stretched and tested to their limits, he would resort to humour or at worst sarcasm or relieve tension arising out of the situation. He was ever willing to support friends and umpteen causes, they were involved in. From the fifties onward, S C Dutta was connected with a very large number of voluntary organisations and social action groups in the capital. He was also connected with the library movement of Delhi Public Library, Social Education Department of the Municipal Corporation of Delhi and was a member of the Citizens Advisory Committee of the Department of Urban Community Development of Municipal Corporation of Delhi. Although a voluntary worker himself, he appreciated the need for training and encouraged and supported employment of trained workers in all social organisations and programmes.

He was truly a man of peace and a man of God. He died peacefully and quietly in harness as indeed the way he worked and lived and unassuming yet intensely busy and dedicated life. As a student of social work we were told that a real social worker "has head of ice, heart of fire and hands of steel". S C Dutta had all these attributes in abundance; only that he had a velvet glove in addition. What a fine man, what a fine social worker has passed away from our midst.

May S C Dutta's noble soul rest in eternal peace !

ADULT EDUCATION NEWS

TASK FORCE ON MEDIA FOR ADULT EDUCATION SUGGESTED

The 40th All India Adult Education Conference on the 'Role of Audio-Visual Communication in the Promotion of Adult Education' which concluded in Rewari (Haryana) on Dec 30, 1987 has recommended that the National Board of Adult Education should have a Task Force on Media for Adult Education, so as to maintain liaison with the various media units of the Government of India and other private media organisations and to assist the Board in all matters relating to media utilisation for adult education.

It asked the Doordarshan and Akashvani to formulate, produce and broadcast motivational programmes for Adult Education during their prime time slots on a regular basis.

The Conference felt that traditional media and interpersonal communication which have great potentials should also be used for promoting adult education along with electronic media.

The three-day Conference convened by the Indian Adult Education Association in collaboration with Janta Kalyan Samiti, Rewari was attended by about 175 delegates representing the Government Departments, Universities and voluntary organisations from various parts of the country.

It discussed the 'Role of Audio-Visual Communication' in motivating the learners and mobilising the people for adult education programme; for design and production of teaching/learning materials; for accelerating the training programme for promoting adult education programme for women.

In a message, the Minister for Human Resource Development, Shri P V Narasimha Rao said that adult education was not merely an instrument for imparting alphabetical and numerical literacy but also a tool to provide effective communication

skills. As a tool of communication, adult education has a great relevance for large sections of our rural community and socially deprived sections. He stressed the need to develop innovative techniques which will make the learners feel at home and instil in them necessary confidence to learn and to communicate with others.

Inaugurating the Conference, Dr A R Kidwai, Chancellor, Aligarh Muslim University and former Governor of Bihar recalled that adult education movement was launched by Mahatama Gandhi as part of freedom struggle. In the early 30's he said, the aim of adult education was to create awareness among the people so that they could get rid of their poverty, ignorance and disease. He said that many institutions came into existence to promote adult education in the country due to inspiration of Mahatama Gandhi.

Dr Kidwai welcomed the proposal of the Government of India to establish Jan Shikshan Nilayams under the National Literacy Mission and said that these would function as community education centres to provide continuing education for the masses.

He stressed that experience and expertise of the Indian Adult Education Association should be utilised by the Government in the implementation of the adult education programme. Unless voluntary organisations, social workers and beneficiaries were involved in the programme, it would not succeed, he feared.

Shri B S Garg, President, Indian Adult Education Association in his presidential address said that all round development of an individual should be the aim of adult education.

He emphasised that voluntary organisations should be fully involved in the adult education programme as they were close to the people. Shri Garg emphasised that every literate in the country has a sacred duty to provide literacy education to the illiterates and deprived people of the country.

Shri J P Kaushik, SDM, Rewari, in his address

said that adult education should become a mass movement. He observed that voluntary organisations were doing adult education work better than the government machinery. Shri Kaushik stressed the need to involve more and more voluntary organisations in adult education.

Earlier, Shri R N Mahlawat, President, Janta Kalyan Samiti, Rewari and Vice-President, IAEA welcomed the Chief Guest and the delegates. He outlined the brief history of Rewari.

J Roby Kidd Award Presented

The J Roby Kidd International Award of the International Council for Adult Education, Toronto (Canada) for significant and innovative contribution to adult education was presented to Smt. Anthya Madiath from "Gram Vikas", Orissa by Dr A R Kidwai during the inaugural function of the Conference.

In her acceptance speech, Smt Madiath thanked the Indian Adult Education Association for presenting the Award and said that special attention should be given to the education of the tribals so as to bring them to the mainstream of the national life.

Shri J L Sachdeva, Director, IAEA read out the messages received from the Vice-President of India, the Prime Minister, Minister of Human Resource Development, Chief Minister of Haryana, the Principal Secretary to the Chief Minister of Haryana, Dr Malcolm S Adiseshiah, Chairman, Madras Institute of Development Studies, Shri Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth and Shri J D Sharma, former Vice-Chancellor of Jammu University.

Shri J C Saxena, Hony. General Secretary of IAEA proposed a hearty vote of thanks to the Chief Guest and to the delegates, who had come from various parts of the country inspite of the cold climatic conditions in Rewari. He said that this showed the enthusiasm of the people to remove illiteracy from the country in the shortest possible time.

He referred to the National Literacy Mission (NLM) and its objects to make 80 million people literate by 1995. The National Literacy Mission had the full support of the Indian Adult Education Association. Shri Saxena hoped that the Government of India and the State Governments would provide the necessary funds for the implementation of the various programmes envisaged under the National Literacy Mission. Shri Saxena appealed to all the delegates representing government departments, universities and colleges and voluntary organisations to fully cooperate in making the NLM a grand success.

Zakir Husain Memorial Lecture

The Zakir Husain Memorial Lecture for 1987 was delivered by Dr Kidwai. In his address, Dr Kidwai recalled the services rendered by Mahatama Gandhi and Shri Shafiq-ur-Rehman Kidwai for the promotion and development of adult education in the country. He said that Shafiq ur Rehman Kidwai had emphasised that mere propaganda for literacy was meaningless unless it was related to the reality of life of poor people for whom it is aimed at. He said that Shafiq Saheb formulated a scheme of social and community education to encompass all the basic human needs, health and hygiene, upbringing of children, role of women in family, civic rights and duties, professional needs of various sections, etc. Adult Education, he said, was not merely a programme confined to literacy but a higher mission for creating consciousness about the social, political and economic development.

He asked the voluntary organisations to prepare new and innovative programmes and the government should provide financial assistance for undertaking these programmes. He also suggested that the Association should present a Memorandum to the Prime Minister emphasising the need to utilise the services of voluntary organisations specially of the Indian Adult Education Association which is serving as an apex body of voluntary organisations.

Plenary Session

In the plenary session, Prof B B Mohanty, Head of the Department of Audio-Visual Communication at the Indian Institute of Mass Communication and Hony Treasurer, IAEA presented the Working Paper on the Role of Audio Visual Communication in the Promotion of Adult Education.

Recommendations:

The Conference made the following recommendations:

1. Adult Education, in all its phases and stages, has communication components, and they are to be enhanced by a multi-media approach;
2. The National Communication Policy, which is being formulated, should have into account the need for communication support for adult education and devise ways and means of utilising the various media of communication for accelerating the process and programmes of adult education;
3. The National Board of Adult Education should have a task force on 'Media for Adult Education' so as to maintain liaison with the various media units of the government of India and other private media organisations; and to assist the Board in all matters relating to media utilisation for adult education.
4. The Ministry of Human Resorce Development and the Ministry of Information and Broadcasting should create a dynamic and innovative system to "promote in every possible way the wider use of the mass media for the development of adult education, in particular to spread of literacy and to raise the level of education of adults, particularly women so that they can play more active role in the economic, socio-political and cultural life" of India and in the solution of the pressing problems of our society;

5. The adult education agencies and media organisations should make every effort to see that situation-specific software is produced at a decentralised level so as to encourage the participation of learners in the production of software;
6. The Indian Adult Education Association should establish and develop a National Training and Media Laboratory so that appropriate methods, media and materials for teaching and training are developed as prototypes and applied in a variety of learning and training situations after which these should be recommended for use in the field;
7. The Doordarshan and Akashwani should be encouraged to formulate, produce and broadcast motivational programmes for adult education during their prime time slots on regular basis;
8. The Indian Adult Education Association should explore the possibilities of establishing a network of rural newspapers through the good offices of its member organisations to support continuing education;
9. Research, evaluation and documentation should be organised under the auspices of various organisations such as universities and other interested institutions so as to set insights into the utilisation aspects of audio-visual media for adult education; and
10. In our anxiety to absorb the new communication technology in our communication system, we should not forget and undermine the potentials of traditional media and inter-personal communication and create a mechanism in which these are used to the best advantage of adult education, if and wherever possible, with the support of the new technology.

A NEW JOURNAL ON EDUCATION AND SOCIAL CHANGE

The Indian Institute of Education, Pune has started a quarterly titled 'Journal of Education

and Social Change'. It focuses on policy research and action for education and social change mainly in the third world countries. Two of its four issues in a year will be on special themes in the field of education and social change.

Further information can be had from the Managing Editor, Journal of Education and Social Change, Indian Institute of Education, J.P. Naik Road, Pune-411 029 (Maharashtra).

SECRETARY-GENERAL, IFWEA VISITS ASSOCIATION

The Secretary-General of International Federation of Workers Educational Associations, Dr David Faran Frankfurter visited the office of the Association on November 9, 1987.

Talking to members of the Association on the role of Histadrut Dr Frankfurter said that this institute was set up in 1928 in Israel to promote workers education. Its main purpose is to make the worker a good and a happy citizen. It controls 25% of Israel's economy, he said. The Histadrut, he said, is making efforts to make rural people literate and thus enabling them to make better use of agricultural technologies. He said women are taking active part in Histadrut activities and 54 per cent of the members are women. Teaching the national language Hebrew is an important task of Histadrut to promote unity in the country.

CHIPKO GETS RIGHT LIVELIHOOD AWARD

The Chipko movement of India is one of the four recipients of the 1987 Right Livelihood Awards totalling \$100,000.

The Right Livelihood Awards Foundation every year honours and supports those working on practicable and replicable solutions to the real problems facing us today.

In a citation, the Foundation said "Chipko is honoured, for its dedication to the conservation, restoration and ecologically responsible use of India's natural resources".

A DOCTORAL STUDENT AT 80

Mr Satya S Sharma from India, who is 80 years old, is a doctoral student in Adult and Continuing Education at the University of Oklahoma at Norman in U S A. The topic is 'historical perspective of adult education in India'.

Mr Sharma has asked for some books and journals of the Indian Adult Education Association for use in his doctoral work.

In a letter to Shri J L Sachdeva, Director, I A E A he says "I run 80th year of my life and to be honest with you, I am running out of time. I must complete everything and earn my Ph.D latest by the end of the year 1988 when I turn 81."

WEST ZONE CONFERENCE ON ADULT EDUCATION IN SILVASSA (DADRA AND NAGAR HAVELI)

A two-day West Zone Conference on Adult Education was held in Silvassa (Dadra and Nagar Haveli) on Feb 10-11, 1988. 40 delegates representing the States of Gujarat, Maharashtra, Dadra and Nagar Haveli attended.

The Conference convened by the Indian Adult Education Association in collaboration with the Department of Continuing Education and Extension Work, South Gujarat University, Surat discussed the problems faced in the adult education movement in the Zone; strategies adopted to solve them; role of students, youth in adult education, promotion of adult education among women and linking population education with adult education.

Inaugurating it, Shri G A Desai, Registrar South Gujarat University said that universities and colleges are still not very committed to the adult education work and unless they pledge their support to this programme, it would be difficult to eliminate illiteracy from this country by 1995. He said that the Departments of Adult and Continuing Education in the universities are not getting the recognition they deserve from the academic community and this discrimination has to be

removed for the success of this programme. He said that the teachers and students should be made to realise that they have to pay the debt of receiving higher education by providing education to the illiterate masses.

Shri B S Garg, President of the Indian Adult Education Association said that adult education programme should be related to the life of the people. It should be employment-oriented and should ultimately lead to reduction of poverty in the country. He said that the main concentration should be on the education of the rural people because they constitute the majority in India.

Shri Garg said that adult education is a difficult work and only dedicated and committed people should be employed for this work. He concluded that people be made to realise that they are facing handicaps by remaining illiterate and once they realise this it would not be difficult to motivate for the adult education programme.

Shri J C Saxena, Hony General Secretary, IAEA in his address traced the history of Indian Adult Education Association. He said that it was formed to make people literate so that they could improve the quality of their life and could also effectively participate in the functioning of the democracy. Shri Saxena said that in the West Zone comprising the States of Gujarat, Maharashtra, Goa and UTs of Dadra and Nagar Haveli, Daman and Diu only Dadra and Nagar Haveli has a literacy rate which is much lower than the national average and all efforts should be made to raise the level of literacy in this UT so that people could take benefit of various development programmes being undertaken for them. Shri Saxena said that literacy is an important factor in alleviating poverty and it is the duty of adult educators to see that people come above the poverty line and continue to remain above it.

Shri H S Bhavsar, Assistant Director (Education), Dadra and Nagar Haveli said that it was very essential to check drop out rate at primary education level otherwise it would be difficult to reduce the illiteracy rate in the country. He

pleaded for giving regular salary to the adult education functionaries so that they could work with zeal, dedication and devotion.

Prof N N Joshi, Director, Department of Continuing Education and Extension, South Gujarat University, Vice-President, IAEA and President, West Zone of IAEA in his presidential address said that universities have a social responsibility towards the community and they should make all efforts to eliminate illiteracy. He said that full advantage of various developmental programmes is not being taken by the people because of their illiteracy and ignorance.

Shri J L Sachdeva in his vote of thanks said that proper environment should be created for adult education to get the desired results. He said that slots on adult education during prime time on Radio and TV should be given so that it could motivate the learners as well as those who are interested in undertaking this work on voluntary basis.

RECOMMENDATIONS

The Conference made the following recommendations:

1. The West Zone Conference of Adult Education held in Silvassa (Dadra and Nagar Haveli) on February 10-11, 1988 welcomes the National Literacy Mission (NLM) being launched in the country. It is also gratifying to note that a sum of Rs. 550 crores upto 1990 has been earmarked for the purpose. It urges that the revised guidelines should be released immediately so that work is started vigorously otherwise it would be difficult to achieve the time bound programme of eradication of illiteracy as mentioned in the NLM.

2. The Conference feels that environment of adult education has to be created to motivate the adult learners towards this programme. To create this, the electronic media specially T V and Radio have to play a great role. They should be encouraged to formulate, produce and broadcast/telecast motivational programmes for adult education during

the prime time slots on a regular basis. Such type of programmes will also encourage many people to undertake this programme on voluntary basis.

3. There is a great difficulty in getting suitable accommodation for adult education centres and recommends that provision should be made for rent or a lumpsum grant to make a shed should be given. The shed grant should be to the extent of 50 per cent and rest to be raised by the community.

4. The West Zone conference specially welcomes the proposal to establish the Jan Shikhan Nilayams as community centres. It urges the Government to issue guidelines in this regard urgently so that the people could make use of the services of community centres. The major responsibility for running these centres, the conference feels should be given to voluntary organisations/educational institutions engaged in adult education and a grant for a minimum period of five years to start with should be given to these agencies for this purpose.

5. In the mass programme of functional literacy the school students should also be involved. Schools, the conference feels are closer to the community and should be fully used in adult education work.

6. Wide publicity should be given to the mass programme of functional literacy and those interested should be given literacy kit free of cost. Anyone and everyone who comes forward for this programme should be involved.

7. The conference feels that sufficient quantity of teaching/learning material is not available at present at many places and recommends that universities and some leading voluntary organisations should get timely and adequate supply of such materials. The material should be graded, area specific and group specific.

8. The conference notes with concern that grants to voluntary organisations and universities are not released on time. It is effecting the tempo of adult education programme considerably

and will be great hindrance in achieving the target of wiping out illiteracy from the country by 1995. It urges that fool-proof arrangements should be made for timely supply of funds to these institutions.

9. The conference welcomes the involvement of voluntary organisations under the National Literacy Mission but it urges that more funds should be earmarked for voluntary organisations (VAs). The present allocation of less than 10% for VAs should be raised to at least 20 per cent and linked with targets/achievements,

10. The conference feels that All India Bodies like the Indian Adult Education Association should be utilised to build voluntary movement for adult education in the country. The Indian Adult Education Association and its state level members should help the VA's in the initial period by way of training and sharing of experiences.

11. The conference feels that it is becoming difficult to find a suitable animator for an honorarium of Rs. 100/- only. It strongly recommends that the honorarium should be suitably increased so as to get competent, devoted and dedicated people for this work.

12. The conference recommends that disparities in the funding of adult education programmes run by voluntary agencies, State Governments and UGC should be removed.

13. The ad-hoc nature of adult education programme is not leaving lasting results. It recommends that it should become part and parcel of education programme and its functionaries should be employed on a regular basis.

NON-FORMAL EDUCATION IN CRISIS?

Prof Edwin K Townsend Coles, Educational Consultant, Oxford, England spoke on 'Non-formal Education in Crisis?' at a function organised by the Indian Adult Education Association on Feb 15, 1988 at its premises in New Delhi. Prof K D Gangrade,

Pro Vice-Chancellor of the University of Delhi presided.

Prof. Coles in his address said that non-formal education is used in a very wide sense in many parts of the world while its use is limited to the age-group 6-14 in India. He said that the term non-formal education was being used in preference to adult education in many parts of the world because of the difficulty to define an adult.

He said that non-formal education (NFE) emerged because the formal education could not meet the needs of the people. NFE is learner-centered, need-based and relevant as compared to formal education.

Prof. Coles said that non-formal education is being undertaken by various Government Departments but it is not taken as such. It is considered as a responsibility of the Ministry of Education alone. Non-formal Education is essential for the success of all development programmes, he said. The need is to make people aware of various NFE programmes available in the country.

In his presidential remarks Prof. Gangrade said in non-formal education we should not insist on centre-based approach. He said both political will and the people will have to be combined for the success of the programme.

Shri J C Saxena, Hony. General Secretary, IAEA proposed a vote of thanks.

VISITOR FROM AUSTRALIA

Mr Peter Kenyon, Director, Employment, Department of Employment and Training, Government of Western Australia visited the Indian Adult Education Association on January 29, 1988. He had discussions on linking income generating programmes with adult education.

RESOURCE CENTRE FOR NON-FORMAL EDUCATION NAMED AFTER DUTTA

To perpetuate the memory of Dr S C Dutta, former President of the Association, the Executive Committee of the Association has decided to name the Resource Centre for Non-Formal Education after him.

The first meeting of the Advisory Committee of the Resource Centre for Non-Formal Education was held in New Delhi on February 5, 1988. Prof. K D Gangrade, Pro-Vice-Chancellor, Delhi University presided. Other members who attended the meeting were Dr R P Singhal, Executive Director, NIEPA, Prof C J Daswani, NCERT, Prof. R N Mathur, IGNOU, Prof. B B Mohanty, Head, Department of Oral and Visual Communication, IIMC and Treasurer, IAEA, Shri J C Saxena, Hony General Scretary, IAEA and Shri J L Sachdeva, Director, IAEA. Prof E K Townsend Coles from Oxford, attended as a special invitee.

It was decided that the Centre should prepare need-based learning material for neo-literetes so that they do not fall back into illiteracy. It should be based on the vocabulary and functionality of the learners. The Centre should also make a survey of the unorganised labour sector and prepare material for them particularly the Rickshaw Pullers.

PUPPETRY WORKSHOP

The Centre for Adult Education and Extension and the Population Education Resource Centre, University of Kerala, Trivandrum organised recently a three day workshop on puppetry. The objective was to impart knowledge and information about puppetry in relation to population education and to equip the participants with the skill for presenting puppet show with special reference to puppet preparation, script writing for puppetry, presentation of a puppet play and its evaluation.

24 participants from among the supervisors and instructors attended. 24 puppets were produced during the workshop.

CENTRAL ZONE CONFERENCE IN BODHGAYA (BIHAR)

A two day Central Zone Conference comprising the States of Bihar, M P and U P was held in Magadh University, Bodhgaya on February 23 - 24, 1988. 80 delegates representing the Government Departments, Universities, Colleges, Voluntary Organisations from the three States attended.

Inaugurating it, Prof. MangaI Dubey, Vice-Chancellor, Magadh University said that the education of parents was essential for universalisation of elementary education in the country. He said that adult education should be a service oriented programme and all literate should take it as a sacred duty to provide education to the illiterates on voluntary basis. He said that illiterates should be made to realise that by remaining illiterate they are not only depriving themselves but also depriving their own country in its march towards development.

Shri B S Garg, President of the Indian Adult Education Association in his Chief Guest address said that adult education should become a mass movement and Government Departments, Universities, Colleges and Voluntary Organisations should join hands to wipe out illiteracy by 1995.

Shri K C Choudhary, Vice-President, IAEA and President of the Central Zone in his presidential address said that illiteracy and poverty are inter-related and to eliminate poverty it was essential to liquidate illiteracy from the country. He said that the Government had allotted a sum of Rs 550 crores under the National Literacy Mission upto 1990 and asked the adult educators to rise to the occasion and 8 crore illiterates in the age-group 15-35 must be made literate by 1995. If we fail to deliver the goods, we may not get another opportunity, he feared.

The Conference convened by the Indian Adult Education Association in collaboration with the Centre for National Adult Education and Extension Education Programme, Magadh University discussed the problems faced in the adult education movement

in the Zone; strategies adopted to solve them, role of students, youth in adult education, promotion of adult education among women and linking population education with adult education.

Shri J L Sachdeva, Director, Indian Adult Education Association, presented the Working Paper of the Conference. He said that all the three States have literacy level below the national average of 36.23 per cent and all out efforts are needed to bring these States to the national average by 1991. He said out of 244 districts which were below the National Literacy rate these three States accounted for 114 districts in 1981. He discussed about problems faced in the adult education programme, the National Literacy Mission and the adult education programmes for women.

Valedictory Function

The valedictory address of the Conference was delivered by Shri J C Saxena, Hony. General Secretary of the IAEA. Shri Saxena, in his address said that eradication of illiteracy has to be undertaken on war footing, otherwise it would be difficult to eliminate illiteracy in the age-group 15-35 by 1995. He said that adult education and family welfare programmes should be depoliticised.

Shri Saxena said that there were 4.45 crore illiterates in the three States out of the 8 crore illiterates in the country and special funds should be provided to these States to eradicate illiteracy by the stipulated time. He said that the money allocated under the National Literacy Mission should be properly utilised and all willing agencies and workers who come forward to implement the programme, should be provided the necessary help.

Prof. Mangal Dubey, Vice-Chancellor, Magadh University in his speech said that if people undertake this programme with devotion, commitment and enthusiasm it would not be difficult to achieve the target of eliminating illiteracy by 1995. He said that 'each one teach one' programme should be undertaken vigorously.

Shri P S Cheema, Commissioner, Bodhgaya in his presidential address said that adult education should be launched as a mass movement like the one undertaken during freedom struggle. He said that in earlier days people in all walks of life were undertaking this work on voluntary basis and the need is to continue this programme in this spirit. He said that every body has a right to education and all opportunities should be provided to provide relevant education.

Shri K C Choudhary, President of the Central Zone I.A.E.A. in his address outlined the history of Indian Adult Education Association and said that prominent adult educators were associated with it in the earlier years of its formation. He said that these three States have lot of tribal and scheduled caste people and our effort should be to educate these people on priority basis.

Shri N C Pant, Secretary, Central Zone of the IAEA proposed a vote of thanks.

Recommendations

The Conference made the following major recommendations:

1. The Central Zone Conference of Adult Education (comprising States of Bihar, Madhya Pradesh and Uttar Pradesh) held in Bodh Gaya on February 23-24, 1988 welcomes the National Literacy Mission being launched in the country. It recommends that special consideration should be given to these States while allocating funds as half the illiterates of the country in the age-group 15-35 live in these States.
2. The Conference also welcomes the proposal to set up Jan Shikshan Nilayams as community education centres but feels that there should be one Nilayam in cluster of 2-3 villages instead of five villages as mentioned in NLM. This will ensure greater participation of all particularly the women.
3. The Conference feels that students can play a great role in eradication of illiteracy but for

their effective participation incentives must be given to them. Adult Education should be introduced in the curriculum of colleges and senior secondary schools. Extension should be introduced in all senior secondary schools as has been accepted by Universities.

4. The Conference feels that creation of proper environment is essential for the success of this programme. It recommends that the electronic media particularly Radio and T V have to play a great role in this regard. Snippets on adult education during the prime time should be broadcast/telecast on regular basis.

6. The conference feels that active State level voluntary organisations should be formed in the Central Zone so that adult education is properly coordinated in the Zone. They will act as watch dogs in seeing that the work is carried out properly both by official and non-official agencies.

7. The conference feels that area approach for integrated total development should be adopted with a view to achieve growth with social justice.

NO RAISE IN EDUCATION ALLOCATION

Allocation for education during 1988-89 will be Rs 800 crore, that is the same level as in the fiscal year 1987-88.

For the year 1988-89, while general education will get Rs 656.66 crore, technical education has been provided Rs 141 crore.

In the general education sector, the lion's share of Rs 408.79 crore will be for education up to the secondary standard. This outlay includes Rs 69.30 crore for Navodaya Vidyalaya, which are being set up at the rate of one per district.

Non-formal education, one of the approaches towards achieving of universalisation of elementary education, gets Rs 45.05 crore. A sum of Rs 8.50 crore has been set apart for providing free education to girls.

The scheme for vocationalisation of secondary education gets Rs 47.20 crore, while Rs 18.90 crore will be spent on promotion of science laboratories.

The share of university and higher education will be Rs 145.85 crore. Adult education gets Rs 75.50 crore which includes Rs 40 crore for rural functional literacy.

For development of languages including popularisation of Hindi, an outlay of Rs 12.93 crore has been provided.

In the Rs 141 crore budget for technical education, the IITs will get Rs 24 crore, the regional engineering colleges Rs 10 crore, IIMs Rs 6 crore.

INDIAN POPULATION LIKELY TO SURPASS CHINA'S

India could surpass China as the world's most populous nation in the not distant future, according to the US Census Bureau.

China has long been the world's most heavily populated nation and now is home to about one-fifth of the earth's people.

But, "the time is now foreseeable when India will take over the number one spot, reflecting a population growth rate that is nearly twice as high as China's" the Bureau reported.

"The latest projections suggest that India's population may surpass China's in less than 60 years, or before today's youngsters in both countries reach old age" the Bureau said in its new World Population Profile 1987.

The bureau estimates China's population at 1,088,169,000 people, compared to India's 816,828,000.

But India has a birth rate of 32 per 1,000 people, compared with just 20 per 1,000 in China, which has conducted an intensive birth-control

campaign in recent years. Subtracting deaths, India's population was growing by 2.1 per cent annually, China's by only 1.3 per cent, the bureau reported.

Sharp changes are expected in other nations too, the report says. The Soviet Union, which now ranks third in population, is expected to drop to number five by the year 2050. Fourth-place U S will slip to eighth, while number five Indonesia will drop to seventh.

I.A.E.A. BOOKS IN ENGLISH

	Rs. P.	U.S. \$
1. Adult Education in South-East Asia by B.S. Garg (1987)	10.00	2.00
2. Popularising Science and Technology through Adult Education edited by J.L. Sachdeva (1987)	10.00	2.00
3. History of Adult Education in India by S.C. Dutta (1986)		
Paper Back	45.00	8.00
Hard Cover	60.00	10.00
4. Role of Adult Education and Mass Media for Civic Education edited by J.C. Saxena and J.L. Sachdeva (1986)	50.00	8.00
5. Literacy to Liberation edited by S.C. Dutta (1986)	60.00	10.00
6. 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
7. Non-Formal Adult Education for Women edited by J.L. Sachdeva & Asha Vohra (1985)	10.00	2.00
8. University Adult Education edited by S.C. Dutta & J.K. Friesen (1985)	25.00	5.00
9. Adult Education for Parliamentary Democracy (1985)	15.00	4.00
10. ASPBAE Comes of Age edited by S.C. Dutta (1985)	25.00	5.00
11. Unity in Diversity; Role of Adult Education edited by S.C. Dutta (1985)	10.00	2.00
12. Development Work among Rural Women: A Guide Book by Krishna Bai Nimbkar (1985)	10.00	2.00
13. Adult Education Research in India by Salamatullah and S.D. Bareth (1984)	40.00	7.00
14. Towards a Comprehensive Adult Education Programme edited by S.R. Mohsini, J.L. Sachdeva & Asha Vohra (1983)	30.00	7.00
15. Authentic Development: Role of Adult Education (1983)	7.00	2.00
16. Research in Adult Education edited by S.C. Bhatia & B.R. Patil (1983)	25.00	7.00
17. Towards a Dynamic Adult Education Programme (1981)	5.00	2.00
18. Handbook for Adult Education Instructors (1980)	4.00	2.00
19. Adult Education Development and the NAEP (1980)	5.00	2.00
20. On to Eternity Vol. I	25.00	7.00
21. On to Eternity Vol. II	10.00	2.00

Order may be sent to

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The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education visualized as a continuous and life long process. It directs its efforts towards accelerating adult education a process, a programme and a movement.

The Association co-ordinates the activities of various agencies—Governmental and voluntary, national and international—engaged in similar pursuits. It organises conferences and seminars and undertakes surveys and research projects; it endeavours to up-date and sharpen the awareness of its members by bringing to them from all over the world expert views on and experiences in, adult education. In pursuit of the policy, the Association has instituted the Nehru Literacy Award and the Tagore Memorial Award for Women's Literacy for outstanding contribution to the promotion of adult education in the country. It has also instituted the Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of repute and eminence.

The Association has brought out many publications on themes relating to adult education, including the Hindi-editions of several UNESCO publications. It brings out the Indian Journal of Adult Education, Proudh Shiksha, Jago aur Jagao and IAEA Newsletter.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers' 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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April-June 1988

Developing Positive Attitudes Amongst
Adult Education Functionaries



Use of Electronic Media in Distance Education



A Study of Attitude of Instructors towards
Adult Education



Opinions of Adult Women Workers and Learners
Regarding the Working of Adult Education Centres

Indian Adult Education Association



Indian Journal of Adult Education

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

Contributions should be accompanied by either a stamped, self-addressed envelope or by International Reply Coupons. The average length of a manuscript should normally be between 1,500 and 2,000 words, in exceptional cases, articles of bigger length can be accepted. Mimeographed, Xeroxed 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 reference should come at the end and not on every page.

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Now or Never

In the past 49 years of its existence, the Indian Adult Education Association has promoted the cause of Adult and Continuing Education in India. It has tried to mobilise the people's support and their involvement in programmes of Adult Education. It can take legitimate credit for helping in the creation of institutions and voluntary organisations which have rendered valuable services in the promotion and development of adult education in the country. It is therefore, no surprise that the Association fully supports the objectives of the National Literacy Mission to impart functional literacy to the 80 million illiterates in the age-group 15-35 years - 30 million by 1990 and additional 50 million by 1995. The Association is convinced that this time-bound and target-oriented approach will achieve the desired results if there is a total national commitment. Political will is absolutely necessary for the success of the Mission and therefore Governments at the Centre and in the States have to ensure the implementation of the programme on right lines.

It is a question of 'Now or Never' because the Association is convinced that if we carry on the backlog of illiterates for decades after decades, very soon the number will assume such gigantic dimensions that no Government will be able to finance a national literacy programme of that magnitude. The number of 80 million illiterates is large but it is still manageable. If literacy is not imparted to the 80 million adults by 1995 then by the end of the century, the numbers will inflate to unmanageable proportions. We have seen in the past the failure of our universal elementary education programmes which contributed immensely to the growing number of illiterate and ignorant

adults during the past four decades. The huge wastage at the elementary stage continues almost unabated. A ray of hope in the otherwise dark situation is the launching of the 'Operation Black-board' as part of the implementation of the New Education Policy which seeks to achieve universal enrolment and universal retention of children at the elementary stage, through formal and non-formal channels. Programmes of elementary and adult education are to be suitably integrated and implemented as they are mutually reinforcing.

The Association calls upon its members, both individual and institutional, Central and State Governments, Universities, Colleges and Schools of India and all voluntary organisations and educated people to help in the achievement of this national goal of achieving universal literacy. They should all help in creating an environment conducive to learning and ensure mass mobilisation and peoples' participation. Special efforts have to be made to make women, who constitute about 63% of the illiterates in the target group, literate. The Association considers eradication of illiteracy and promotion of adult education programmes as essential inputs in the programmes of poverty alleviation currently being undertaken in the country. The authorities on their part should ensure techno-pedagogical inputs and run the programme on efficient lines with the help of an in-built system of monitoring and evaluation. The setting up of Jan Shikshan Nilayams will surely pave the way for a learning society.

It is hoped that the NLM Authority will meet frequently to discuss the progress of the Mission as also to set right the distortions, if any, that are likely to creep into the programme of such wide dimensions. The Mass Programme for Functional Literacy (MPFL) will need to be fostered very carefully ensuring the cooperation of the various participants. Cooperation of voluntary agencies and institutions will have to be ensured as it holds the key to success in far-flung, remote and difficult areas inhabited by Scheduled Castes and Tribes and weaker sections of the society. The Association on its part will do everything in its power to help in the achievement of the various tasks outlined in the document of NLM.

Anuradhā Sahasrabudhe

Developing Positive Attitudes amongst Adult Education Functionaries

We call ourselves upholders of democratic principles and pride ourselves in being the citizens of the world's largest democracy. However, by nature we are feudalistic, authoratarian and this manifests in the treatment we accord to our subordinates at home as well as at work place. At home the head of the family is still the lord and the master whose orders must be obeyed without challenge, and whose moods must be catered to. At work place the boss is the supreme head. This we all have come to accept as a way of life.

The government launched the National Adult Education Programme (NAEP) on mass scale in 1978 - largely to be implemented through the existing education departments of the government. This meant that the mode of functioning which is so seeped in bureaucratic hassels was to be operational in this programme too.

The planners of the programme did consider the drawbacks of the adult education programmes which were sort of predecessors to the NAEP, but a historical study of such past adult education programmes in comparison with the NAEP reveals

that these constraints have not been removed. The chief predecessors of the present day NAEP are the Social Education Scheme and the Community Development Programme. The drawbacks common to all the three programmes can be pointed out to be:-

- (1) Lack of inter-departmental coordination.
- (2) Mismanagement of funds.
- (3) No motivation in terms of promotions and good payment.
- (4) Conservative administrative set-up.
- (5) Bureaucratic administration.
- (6) Government cadres not out-growing their pessimistic attitudes and too much dependence on head-quarters.
- (7) Educational orthodoxy - although not in policy statement, in practice.
- (8) Treatment of village-level personnel, as 'odd-job men'.
- (9) Methodology that tends to direct and regiment learners - again in practice though not in policy.
- (10) Lack of proper attitudes in functionaries.

In the light of the present discussion, it would be worthwhile to concentrate on those points mentioned above which deal with the attitudes of functionaries of adult education programme.

Out of these the first major constraint can be pointed out to be lack of proper attitude towards adult education as a development programme. A survey, which can best be termed small-scale, was conducted by this author, where questionnaires were administered to functionaries attending state-level training. The responses revealed that most functionaries, especially at the supervisory level, are in the programme for want of any better opportunity. Obviously they

look at this employment as a time-filling job, and/or a stepping stone to a better one.

Some do develop a liking for the job but would yet prefer to change their current employment. (Unanimous response from the supervisory level staff surveyed). The chief reason for such an opinion was that job-conditions in this field are anything but attractive. (At the time of the survey it offered very little job-security and the pay was fixed and low). No other facilities are provided and the job is extremely tedious, time-consuming and frustrating. It involves a great deal of travelling which is difficult considering non-provision of vehicle and poor conveyance facilities in rural areas especially during the nights when all the travelling must be done.

The field-level workers find the honorarium too little in view of the tedious and frustrating nature of the job, and therefore would rather 'forgo the monetary gains, than take on a headache'.

The officials are appointed by the government machinery and have been found to be devoid of proper attitude towards this programme, for several reasons. It is reportedly believed in the education department, that all unwanted officials are transferred to the adult education section. If this is not a mere myth, the outcome is quite obvious. Either the officials are really good-for-nothing or if unjustly transferred, their morale is low. It has been observed, however, that officials with a sense of social commitment can work wonders in this field. But yet they can achieve very little due to constraints of rigid regulations.

It has also been pointed out during training-meetings, or in response to the survey questionnaires that, more often than not, the adult education section has an 'orphan status'. Any department can take undue advantage of their assets, and rules allow the same.

With poor motivation and negative attitudes, the morale of workers in the field of adult educa-

tion is low. This phenomena applies to the staff of state level training bodies as well.

Working successfully with such a bunch of functionaries in a field as difficult as adult education is definitely challenging and calls for special skills.

The chief key to success would be development of an atmosphere of total cooperation and fostering of a fully democratic and friendly attitude amongst co-workers. Such spirit of comradeship is essential to keep up the existant morale, try and boost it up and even develop it positively.

The cooperation needs to be present among functionaries of the same department as well as amongst functionaries of different departments. Superiority complexes and a hierarchy of any kind prove absolutely detrimental to any adult education programme.

But as said in the introductory paragraphs of the present article, we all enjoy a sense of superiority. As superiors we would like our subordinates to look upto us and we in turn rarely have the courage to look upon our superiors on equal basis.

While visiting various district level adult education programmes it has been shocking to see how deeply this 'yes sir' attitude is ingrained in the minds of all cadres and infact being perpetuated.

As a representative of a state level organization, it was not uncommon to be treated like a ruler who has come to inspect, rather than like a friend who has come to share her knowledge (which was the primary purpose of these visits). This was inspite of all possible attempts to prove otherwise. Actually the experience was very interesting. Right from the district level officials every concerned person is ready to wait upon such a visitor. They would begin by praising their programme, making every attempt to hide the drawbacks. They are ever attentive towards provision of all possible comforts. The supervisors and

other subordinates, while thrilled to see their officials so meek and tame, themselves have a double task on hand - pleasing both the state level officials as well as their own superiors. If one generally enjoys all this attention being lavished on himself/herself, one comes back with an inflated ego, that helps foster the already existing superiority complex. If one belongs to the rare species who finds such exercises a waste of time and energy, the whole experience is highly embarrassing and more so - frustrating. Frustrating because one is there to gain a feed-back on the programme so as to improve it, and/or help the adult learners/field level functionaries through provision of additional information/skills. Instead one finds oneself going through a time-consuming ordeal of speeches of introduction, speeches of gratitude, elaborate meals, etc.

Besides what is ironical is the fact that as part of the awareness development aspect, one talks to the beneficiaries about socialistic, democratic attitudes, and once the talk is over the speaker is treated to a special meal while the beneficiaries sit down to their routine fugal meal.

But neither the officials nor the functionaries can be blamed for the above mentioned, for how are they to know which visitor is genuinely democratic and which one expects the royal treatment, which if not lavished could mean bad reports.

So the only solution to this tricky problem is going to be a lot of cleansing of our own attitudes. This was partially attempted at a state level training institution. The attitude of the trainers, their mode of functioning, has been found to have a greater and longer-lasting impact on the trainees, than the lectures delivered on the topics pertaining to democratic attitude development et al.

In a study conducted in Maharashtra (1963), the above fact has been highlighted by both the members of the training team and the trainees. The trainees as respondents to a survey, pointed out

that their attitude changed on coming to the training institution, as a result of the atmosphere of comradeship seen there. They agreed that they began to reassess their own attitudes as a result of this experience. They further reported that even the enthusiasm of the training staff was infectious and they managed to take it back with them to the field level training programmes, and though in a much watered-down form, to the adult education centres. (The above was rarely applicable to the officials under training as they were too hardened for change). However the same respondents also reported dwindling of this enthusiasm and recession back to the old undemocratic mode of functioning due to compulsions beyond their control, which in turn affected smooth functioning of the programme itself.

To form and maintain such an enthusiastic, highly motivated group with democratic attitudes, is a difficult task in itself. The problem of recruitment of motivated young persons, applies at this level too as a direct result of poor job conditions including poor pay-scales, long hours of hard work etc. If formed, such group needs atleast one leader who can maintain a spirit of comradeship amongst all relevant staff members. This calls for skill. The staff ranging from experts to peons, clerks, mess-staff, etc., must feel that they are part and parcel of the team. As long as this feeling exists there are no complaints. They have to be involved right from the planning stage in every relevant activity. If alienated at any stage, the enthusiasm is lost, the work is done mechanically and the worker begins to think in terms of his/her specific duties, in turn leading to friction. If the team leader talks to the supreme head/director of the organisation, obviously the team members want to learn about the discussions. Being secretive, unfortunately is considered in our country as a great asset of leaders - especially middle level leaders. The team members to feel involved must know of new decisions taken or existing decisions altered. The team-leader may have to make sudden changes, he may have to take quick decisions, but it is his/her duty to inform his/her team-mates about the same - else they begin to feel left and inferior.

Often the leader may have already taken a decision on his own, which he/she does not wish to change. His/her skill in maintaining the team spirit lies, in making his co-workers feel that it was a joint decision. This is not at all difficult for a good leader who can communicate effectively.

This sense of involvement induces the team-members to make valuable suggestions, which the leader needs to learn to accept, rather than consider it degrading. The attitude of 'let us do' rather than 'I have decided and you do it', is the crux on which the skill of development of comradeship rests.

The trainees come with the earlier described negative attitudes. They would go back to work in an atmosphere of hierarchy. Their training is the only instrument (atleast at present) by means of which an attempt can be made to change the negative attitudes of hierarchy and build positive ones of comradeship. The study mentioned earlier indicates that training can be a good instrument for the purpose, provided the attitudes of the training team and the atmosphere at the training institute is conducive for the same. It is definitely a determinant of the degree of positive change that can be achieved.

The earlier described role of a team leader is therefore important. The method of developing and maintaining group-spirit has been tried out in an institution in Maharashtra. So long as skillful leaders were available the transmission of the existing sense of comradeship was good, and the team members continued to function happily inspite of poor job conditions. The moment this leadership fell at the hands of bureaucratic regulations and an undemocratic and a secretive leader, the team disintegrated and feedback from functionaries visiting the training body indicates an absense of the former 'infectious' positive attitudes.

One may conclude by saying that the role of a skilled training team with a hassle-free, complex-free leader at its help, in development of positive attitudes amongst adult education functionaries, or for that matter functionaries of any development programme is indispensable.

Ranjit Singh

Use of Electronic Media in Distance Education

The correspondence method of education has been in vogue for a long time in a number of developed countries like the U.S.A., U.S.S.R., U.K., Australia, etc. Correspondence teaching often called 'home study' may be defined as learning by an individual where the communication medium between the students and the source of instruction is by mail. Its most extensive use has been at the adult levels where it is often not practical nor possible for the students to participate in formal groups or classes. But it is a new experiment in India. Some of the Indian universities have started educational programmes through correspondence for awarding degrees.

A country-wide campaign for the institution of correspondence courses by Indian universities is essential to cope with the growing demand for education. With more than one lakh post offices located all over the country, conditions for development of correspondence courses are very ideal in India. This remarkable method of education had the virtue of economy which made it peculiarly suitable to Indian conditions. It took the Univer-

sity to very door steps of the students. In addition to cater to the needs of the persons interested in obtaining degrees for better employment opportunities, this system of education can also provide facilities to the people who are interested to acquire knowledge for better utilization of leisure time and for improving professional competency. Many Indian universities have started correspondence courses for higher education whereas the Punjab Agricultural University has taken a lead in starting a new programme to provide training in scientific agriculture to the farming families through correspondence courses. It has been planned for those farmers and farm women who are unable to attend training at the campus due to pre-occupations and often family limitations.

Correspondence method of education has an edge over other training programmes in many ways. For other training courses the persons have to stay away from their places for a specific period of time. Every man may not afford this. Correspondence courses have no such demands on the students. The lessons reach their homes which can be read at any time most suitable to them. Good home study courses have superior teaching materials. They are usually well designed and professionally produced. Moreover, the written material remains with them for ready reference for future use also.

Use of Electronic Media

Developed countries are making extensive and successful use of electronic media to supplement the learning in their programme of distance education. Anyhow, in our country Print Media is the only source being used in distance education. In order to increase the effectiveness of the educational process supplementing instructions with electronic media is very essential. Multi media approach is definitely effective and enhances the speed and accuracy of learning. It is believed that media can help to individualize instruction, objectify and promote variety in programming. The most common media which are being in the programme of distance education are: Television, Radio, Computers, Video Cassettes, Video Disc, Videotex and Audio Cassettes. Anyhow, it has to be seen

that the extent in which the use of electronic media can be made under Indian conditions. The decision to make use of electronic media depends upon:

Availability of Hardwares and Competency and facilities to produce Softwares

Presently, television and radio are being used to strengthen the educational programme on a limited scale. As far as the use of computer, video cassettes, video discs and videotex is concerned, it will take many years before such gadgets can be employed in our country. Anyhow, audio cassettes can be put to extensive use to supplement the printed material. As far as the production of softwares are concerned, our institutions neither have the required facilities nor the competency to prepare such programmes. In fact our institutions have not developed the organizational effectiveness distance education requires. Course design tends to drift towards a lowest common denominator based essentially on print and its format than perpetuates itself in an increasingly inflexible manner. Institutes follow its line of least resistance because almost none of their staff have received any training in the use of media.

Television

Although television is being used to telecast educational programmes, but it has not made any significant impact on the students. Even the University Grants Commission Programme on Higher Education has not become popular among students. According to a survey conducted in the colleges of Ludhiana city hardly two per cent students watch this programme. If we compare the quality of the educational programme with commercial programmes, it is far below the commercially produced programmes. In fact, the introduction of television into the educational process has created the need for visual literacy. Television communicate, by means of audio and visual language, which, while relating to spoken and written language, possesses a grammar and vocabulary of its own. Without a steady supply of pictures, the potential to involve

the viewers through motion is lost. The high cost of programme production and the suitability of timing to the students are other factors limiting its use.

Videodisc, Videotex and Computer

Videodisc and videotex are two new media that increase the capacity of the television set. Videodisc is a system similar to the long playing record except that it carries both audio and video through a conventional television set. Videotex allows the home television set to function like a computer terminal and retrieve text information and graphics from a remote data. Although, the computer can be used as a teaching medium, but the shift to computerised processing means both a large financial investment and sizable organizational change. The use of such gadgets in distance education in our country is not a practicable proposition at present. Let us hope that 21st century may enable this country for making the use of electronic media in education.

Video Cassettes

The high cost involved in the production of video films and also the non-availability of video sets with majority of the students limited the scope of use of video films in distance education. Indeed it is likely to be several more years before the ideal conditions are available for its effective use. Video material produced right from the beginning for use only in home study requires a very different style of production which at present is not within the competency of our teachers.

Radio

Radio is being used to relay lectures for the students of distant education. The main problem with radio lessons is the suitability of the relay time and also non-control of the students on its speed.

Peak listening timing cannot be allowed to lessons, but the allotted time is not suitable to most of the students. Moreover, one has to be

extra careful to switch on the radio on the date and time of the programme which relates to his studies. The listener has no control on the speed of the teacher. Little disturbance may break the continuity, thus, converting the lesson ineffective. The other reason why broadcasting is not used more by distance learning institutions is because of academic distrust. Those responsible for the academic content of courses rarely had received any training in writing and speaking for radio.

Audio Cassettes

Audio cassettes can be put to the best use to supplement the lessons in our country. Even in developed countries the audio cassettes has become the first instructional medium after print to be uniformly popular with students, academic and educational technologists. Small tape recorders are becoming common in most of the homes along with radio, thus, it will be easy for the students to make use of the cassettes. They are cheap, easy to control and make, convenient for students and above all educationally effective.

A good aid is that which is convenient to use, easily available and easy to prepare. The audio cassette has all these qualities. It is easy to use and the student can use it according to his own convenience. One can listen to any portion for as many number of times as desired. Moreover, cassettes are not very costly. Every institution can allow the students to exchange them for different lessons. It is easy to design and prepare these by the teachers. Recording facilities can be created at each institution. Not much training is required to produce the cassettes. Another important characteristic of a good medium is the extent of human touch it is going to provide i.e. to what extent can the learner relates to the tutor or teacher through the medium. Audio cassettes are like having a personal tutorial with the course author in the students' own room, a quality that appears to be lacking in radio programme.

The audio cassettes can be used in a variety of ways for mastery learning, for commenting on

diagrams, charts, table or text for commenting on other media and as resource material for specialised lectures. The combined use of cassettes and print media is a very powerful teaching medium. Most of the students remarked audio cassettes as the most useful component after the correspondence text.

It is, therefore, suggested that efforts should be made to supplement distance education with audio cassettes. Each institution should establish its own recording studios. Teachers should be given special training for preparing scripts and a suitable voice may be selected for recording the scripts. Punjab Agricultural University has very successfully used the audio cassettes for providing information regarding package of practices for cultivation of important crops to the farmers. The response from the farmers is very encouraging indicating that cassettes can also be used in programme of distance education very successfully.

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Information Needs : A Key Concept for Involvement of Women in Development

A Broad Concept of Development

The term development has become quite common and popular over last few years. Development is the objective of many nations and incidently an enormous effort is channelized to move towards development. Ibn Khaldun, an Islamic social thinker introduced the concept of development in 15th centry. Only later in 17th thro 20th century social thinker, philosophers, and sociologist concentrated broadly on development as a process of transformation of the society from conventional to modern system. A number of scholars have studied the notion of development and documented it as an all encompassing concept of societal transformation and growth. Thus, the term development is used to express modernization, political development, economic development, technological growth, revolution or human development. Mowlana and Milson (1985) summarize that the notion of development is still somewhat unsettled concept. The focus of development and communication models range from pure economic growth, to industrial revolution to viewing development within the context of particular cultural values. The monistie/emancipatory

models of development and communication seem to operate in India. The strategies in this model attempt to modify values and behaviour according to the unified and monistic core of societal value and world view so that the cultural base of society can be preserved. No change is encouraged which does not reflect the traditional core of values and people are involved in becoming their own change agents. Therefore, India's development is broadly understood as a participatory process, seeking participation from all the segments of population.

Need for Women Participation in Development

Over the years male dominance is evident in every sphere of life. It is therefore only natural for people to generalize and believe that men alone can set the pace of development and their contribution is significant. It is not true. The women are neglected segment of Indian society but their role in development of nation can not be under-estimated due to varied reasons.

The first and foremost reason is that women constitute almost half (48.3%) of the total population of India. According to 1981 census female population was about 330 millions. If half the population of a nation does not participate fully, development of that nation will remain an unachievable objective. In Indian context the woman is burdened with maximum responsibilities of running a household irrespective of her occupation outside house. This broad responsibility engulfs the area of care and upbringing the children among many other responsibilities. Training of the mother largely shapes the personality of the future citizens. If the women are dubious about their role in development of nation, they will not be able to guide the participation of future generation also, thereby, hampering the process of development for a long time.

Though a small percentage of women have been taking up responsibilities outside home, a large majority is in the clutches of illiteracy, poverty, malnutrition, under-employment and so on. The task to seek participation in development from

such a group is indeed though on the one hand and on the other hand such a vital, and vast group can not be left unattended.

Having realized the fact that women must participate adequately in the process of development, the pivotal question arises as to "How"?

In order to ensure the participation of women in development it is necessary that they are all the time equipped with appropriate information and skills contributory to development. The conceptual framework thus emerges from the explicit discussion that:

Development is a participatory approach.

The women must participate fully.

In order to participate they need to be equipped with information and skill.

Therefore, the need for effective communication for women is felt.

Information needs : Basic to all Communication

The process of communication is becoming more and more complex as new hardware technologies are being invented.

Among many other interacting parameters of communication strategy one is, needs and expectations of the people introduced on national and international scenes. communication, Yash pal (1983) per say, serves many purposes and some scholars believe that for effective communication one should concentrate on persuading the people. Another school of thought strongly believes that information is basic to all communication. In reality no single parameter decides the communication development strategy or objectives.

The process of communication becomes complex due to yet another phenomenon known as "Information Explosion". In every sphere of life so much of information is available that the era has come to be known as "information era".

Government and voluntary agencies have realized the importance of communication for development and therefore access to media is ensured. In spite of abundance of information and access to media the pace of development is far from satisfactory.

Amongst many other interacting parameters of communication strategy one is needs and expectations of people. Yash Pal (1983) notes that "software preparation is something which has been long neglected". The media have been found inadequate in reaching the target audience due to lack of awareness of the potential beneficiaries as stated in the national plans. The lacuna of relevance of the information is glaring. Contractor and others (1986) have noted Kheda experiment as one of the most successful communication project and in their analysis they clearly identify certain contingency factors, some of the relevant factors are:

- o needs ascertainment and message analysis
- o advance planning regarding language, source credibility
- o content of programming including audience participation in programme development, format of programming and message design.

Thus, the information needs of the women form a key concept for deciding communication strategy for their involvement in national development.

The term need is defined as a gap between the existent and the ideal situations. One can take two views pertaining to information needs as follows:

- 1 Audience perceived needs: these information needs are perceived directly by the women. It is likely that these needs are utilitarian and most immediate in nature. When audience perceived information needs are in question, the problem of lack of motivation, interest and acceptance is nonexistent. Considering that women are concerned about their home and family the information can concentrate on

such aspects as foods, home decoration, child care, care of clothes, household remedies, simple repairs, etc.

- 2 Source perceived needs: these information needs are not perceived by the women themselves. The process of development is a guided process and social reformers, politicians, development workers offer guidance. They draw indices of development according to their expected standards. The needs outlined by such group of people may or may not meet the audience perceived needs. There is always a hazard of non-acceptance or slow-acceptance if the needs are not drawn keeping the local system in mind. Source perceived needs are given prominence where capitalist model of development is prevalent having the objective of using mass media for mass culture and mass society.

However, the points where the audience perceived and source perceived needs overlap, there is a greater chance of fast development.

Components of Information Needs

In order to make information relevant to and acceptable by the women, it is necessary to understand the other built in aspects of information.

The component of information can be conceptualized as a whole consisting of aspects which would shape the information for greater acceptance. The built-in aspects of information are:

1. Language: There should be clear indication regarding the language the women understand in a particular geographical area and what are the other alternative language preferences. Language is the determining factor and in India there is tremendous linguistic diversity hence it becomes necessary to decide upon the language preferences of the women.

2. Media: In the modern technological society a number of media are available to women. Govern-

ment inputs ensure access to one or the other medium when media alternatives are available, the selectivity in media also is likely to increase. Due to severe handicap of illiteracy the women may keep away from print media leaving the electronic media and interpersonal approach. A judicious balance should be struck between the use of modern and traditional media. The modern media are appealing, all pervasive and establish simultaneity while the traditional media have their own charm, effectiveness and ease in operation.

3. Content areas: The areas in which the content should be provided also need to be outlined. The broad content areas may not differ greatly as perceived by audience and as perceived by source, but the specific topic coverage may greatly differ. It would be worthwhile to start with the audience perceived needs because information so selected serves a two fold purpose. One, such information will be immediately utilised and therefore productivity output will be high. Not only that it would develop readiness in women to receive source-perceived topics in the same area. The broad content areas in which the needs can be studied are information related to general health, hygiene, sanitation, child care, mother craft, nutrition, family planning, population education, income generating activities, resource management and many others.

4. Format design: Another important aspect of information is the format design. This aspect determines the effectiveness of information acceptance to a great extent. The format of information decides how exactly the information will reach the women who may or may not be ready to receive it. Format design depends on the nature of content, the type of medium available and the expertise at source level. The formats in which the information can be accommodated are plays, movies, documentaries, quiz, dance form, interviews, talks, discussions etc.

5. Purpose of the information: The imparted can serve several purposes. It is possible to impart multipurpose information in a single shot. The feasibility and appropriateness of the format

design and the coverage of the content are checked against the purpose of information.

Thus in the conceptual whole of information the aspects of language, content area, format design, and purpose of information are intertwined.

Approaches to Identify Information Needs

The information needs of the women can be identified directly or indirectly. One approach is by asking directly what information do the women need or desire. This kind of an approach will elicit only audience perceived needs. The women might be capable to express the needs in terms of extension of what they already know and therefore, the scope for guiding women in other areas of action for development will be limited. Another hazard in this type of approach relates to women's expression about ingenuine needs or a free expression of information need that does not meet the approval of the social reformers or development workers. Hence it is very important to closely scrutinize the information need thus obtained before processing it further.

Another approach to study information needs focuses on "Satisfaction" as an indicator of the need the framework in this approach can be based on finding out the extent of satisfaction with existing knowledge, practices and skills. The quantum of information desired can be effectively combined with the dimensions of satisfaction. It is possible that the women are satisfied but "want more" while for some information they are satisfied but "want no more".

The information needs can be inferred from the "Problems" faced by the women, and so it can serve as another determinant of information need. The women may be able to express their problems very easily and accurately. Once the problems are obtained it becomes the responsibility of the development worker to analyse the problem meticulously and find out the need at the root of the problem. In imparting such information needs it would be advisable to use problem solving format or theme, because the women who have expressed problems have latent desire to solve them.

In order to identify the information needs at source level, one has to undertake a multidimensional analysis of cultural milieu, development indices, quality and speed of information diffusion, existing level knowledge, practices and skills of women and of course the broad social goals of the nation.

Some Information Needs of Women

A systematic report information needs of TV viewing urban home makers was noted by Thomas & Tiwari (1986) to reveal that in the content areas of nutrition for health, child care, mother craft and care of home and family members women wanted more information. The women were selected from Baroda city and therefore more than 65 per cent of the selected sample wanted programmes in Hindi and Gujarati. Almost all the women wanted more programmes serving the purpose of information and they wanted more programmes for women and children. Plays and documentaries were the formats demanded by the women.

Goswami (1986) conducted a study on video utilization and need for educational programme, as felt by the urban home makers revealed that from the selected sample of 120 women in Baroda city more than 60 per cent home makers demanded educational programmes on home decoration, good buying practices for the household articles, simple repair of household equipments, personal grooming, children's education, cooking new recipes, flower arrangement, special diets, effective parenthod, care of clothes, child care, beauty care, physical exercises, religious bhajans, fashions, kitchen gardening, games and sewing.

Summary

In India development is a guided and participatory process. In order to develop, participation from the group of women also is a must. But if women are to contribute significantly to development they need to be equipped with the information all the time. Therefore information becomes a key concept for involving women in development. Information needs may be audience perceived or source

perceived needs. Information is conceptualized as a whole consisting of various built-in aspects. Various approaches can be used to identify the information needs of the women. Lastly, the small scale identification of information needs reveal that women were eager to receive information which they can use in day to day life.

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Participation in Adult Education: Key Categories in Programme Evaluation

'Participation' by adult is an essential aspect of every adult education programme. In at least some form it is necessary if a programme is to have any educative effect at all. It thus underpins the very existence and nature of each and every adult education programme. Correspondingly, and properly, the assessment of participation figures prominently in evaluations of adult education programmes. Indeed, one would be hard pressed to find a report of a programme evaluation that made no mention of participation - in terms, for example, of the number of persons present, of possible factors affecting those numbers, of the involvement of learners in some aspect of the programme's operation, or of the control which the learners exercised over the learning outcomes.

Unfortunately, the possible value of assessments of participation in adult education is frequently diminished or lost through programme evaluators failing to take proper cognisance of the diversity in what we mean by 'participation' in such cases. Accordingly, in this paper the major categories or types of participation are identified and the importance of clearly recognising the different types in adult education programme evaluation is examined.

Types of Participation in Adult Education

Three major types of participation in adult education may be distinguished. These are here termed 'presence', 'involvement' and 'control'. Their major characteristics in relation to adult education programme evaluation are as follows:

(1) Presence

Participation as presence identifies the presence or the occurrence of a person or category of persons in an adult education programme.

Presence is very much a definitional question - that of how we define the programme (narrowly or broadly, etc.) and of what criterion we adopt for participation (e.g., presence at the start of the programme, or at more than half of it). Participation as presence is also an institutional concept, in that it identifies participation in a programme offered by some adult education providing agency or agencies. It is variable to the extent that, according to the given definition of participation, differing proportions of a clientele population may be said to be present in or absent from the programme(s).

This form of participation does not assume either of the other two major types (i.e., involvement and control). In other words, one can be present in a programme without being involved in any way, and without having any control over the programme.

Presence is the form of participation with which most programme evaluations in adult education are concerned (e.g., Ganguli, Pathak & Mirza, 1985; Rao, 1984). This bias may be attributed to its ready measurement, its institutional focus, and the expectations of administrators and policy makers for such measures. Regrettably, this evaluative preoccupation with participative presence is seldom a reflection of its importance in programme aims and processes, where participative involvement or control are more likely to predominate. Still, the presence of potential learners in a programme is important to the extent that it is necessary if those persons are to learn anything directly from the programme as it is defined. Equally clearly, though, a person's presence does not entail that he or she does learn anything of value from the programme.

Participative presence is variously but simply assessed through such measures as recording programme enrolments, maintaining some sort of attendance register, and the counting of programme participants at one or more points in time during the programme. From such measures, various sorts of statistics are derived, such as average atten-

dance at programme sessions, or the total initial attendance.

Research-based knowledge of participation in adult education - as a body of knowledge which may inform adult education evaluation and practice - is almost exclusively concerned with participation as presence (ref., e.g., Sumner, 1985). Regional, national, international, local, and organisational studies of participation are invariably concerned with the presence of adults or categories of adults in programmes, or with their failure either to be present (as 'non-participants') or to continue being present (through their 'dropping out'). The majority of such studies are, of course, also concerned with selected characteristics of the participants (such as their age, sex and previous involvement in formal education), and some such studies are also concerned with those factors - motivational, social, organisational, etc. - which influence presence. Accordingly, in so far as presence is thought to be important in programme evaluations, there exists an extensive body of literature to inform our study of it.

(2) Involvement

Participation as involvement identifies the extent to which a learner is in interaction with or is actively engaged with important components or processes in the educational programme.

This involvement may be either individual (e.g., when a learner is actively considering some idea or attitude, or is practising a skill), or it may be social (as some form of interaction with fellow learners or with learning facilitators). It may also be involvement either in activities appropriate to learning, or in activities appropriate to the application of that learning in the broader social context (family, village, etc.). Participation as involvement thus has a focus on the learner, rather than an institutional focus. It is also a variable concept. A learner may thus be involved to a greater or lesser extent, and in different ways. It also follows that participative involvement in a programme assumes participative presence in that programme, but it does not assume partici-

pative control.

Involvement, in one form or another, is the type of participation which is desired or assumed in all adult education approaches or methods. It follows that programme evaluations should focus strongly on its assessment. Unfortunately, this is seldom the case, especially because of the complexity of participative involvement, and the attendant difficulties with its measurement.

Assessment of participation as involvement varies with the form of involvement. Thus, for example, involvement in learning motor skills and as interaction with other participants may be observed by another person, while involvement by the individual in reflecting on new information or different attitudes may be subjectively assessed by the individual concerned. Whereas measures of presence are relatively straightforward, objective and readily quantifiable, measures of involvement are more complex, subjective and non-quantifiable. Evaluatively appropriate measures of involvement thus tend to be ad hoc, little tested and of limited generalizability.

Participation as involvement is correspondingly little studied in adult education research, but exceptions include the studies of Tough (1979) and others into self-directed learning. On the whole, though, there is a dearth of public knowledge available to inform evaluations of involvement.

(3) Control

Participation as control identifies the extent to which individuals or groups have control over the adult education programme - over its various components (e.g., its content, goals or outcomes) and over its various processes.

Participative control does not assume participative presence, since important controlling bodies may be (and usually are) defined out of being present in a programme. Thus, for example, Ministry of Education and Social Welfare staff who made many of the decisions affecting specific programmes in the Indian National Adult Education

programme exercised considerable control over those programmes, but would generally not be assessed as being present in them. Control, though, does assume some sort of action on the part of the controlling body, but not necessarily the same actions as are evident in that body's involvement (if any) in the programme. Thus, one can be involved without being in control as, for example, in the case of a learner who works strictly under the direction of a teacher. Like involvement, control is focussed on the individual or the group, rather than on the organisation. It thus varies according to the extent to which an individual or group has control.

While adult education programmes and approaches generally aim for high degrees of learner involvement in some form or other, they do not necessarily aim for high degrees of learner control. However, an important proportion of programmes do so, especially those undertaken within a 'radical' educational framework (ref., e.g., Kindervatter, 1979). Similarly, methods such as community development, participatory research and evaluation, and participatory design aim for high degree of learner control (ref., eg., Fernandes & Tandon, 1981). Unfortunately, as is the case with involvement, control is complex and difficult to assess. Accordingly, it is seldom appropriately identified or measured in programme evaluations.

The essentially subjective or intersubjective nature of control, and its complexity and variability indicate procedures for its assessment which are correspondingly subjective, non-quantitative and little formalised. 'Qualitative' techniques involving self-assessment and empathetic identification with and assessment of fellow participants are the sorts of measures appropriately used (ref., e.g., Guba & Lincoln, 1982).

Reports of research into participative control in adult education are sparse, although research interest is increasingly focussing on this area. Studies to date involve, most importantly, critical reflection by participants on their experiences in participatory research and related types of programmes (ref., e.g., the case studies

reported in Erasmie, Dubell & De Vries, 1980; and Hall, Gillette & Tandon, 1982). Nevertheless, there is little empirically-based public knowledge to inform evaluations of control in adult education programmes.

Some Implications for Programme Evaluation

In our evaluation of adult education programmes it is of the utmost importance that we correctly identify the appropriate type(s) of participation for any given programme, and that we identify (or formulate) and use appropriate measures of those types. Only then can we evaluate the programme in terms of the extent to which it achieves reasonable levels of the desired participation:

Given that many adult education programmes aim for high degrees of learner control, and given that neither presence nor involvement entails control, it is essential that participative control be assessed correctly and directly. In other words, it is incorrect and inappropriate to believe that in assessing either presence or involvement (or both) we are assessing, in any sense at all, the degree and nature of learner control. Such an error negates the value of the participation measures and may, indeed, devalue the programme.

Thus, to be relevant, a programme evaluation must involve identification of the appropriate type(s) of participation. Appropriateness here will be in terms of: (1) the programme Aims, (2) the actual programming Processes (3) the intended Uses of the evaluation, and (4) the degree of agreement or **Congruence** between the type(s) of participation evaluated and those in the programme aims and processes. Such considerations also apply at each **Stage** of the evaluation cycle (e.g., needs assessment, process evaluation, and product evaluation), and for any programme-based **Type** of evaluation - whether formative or summative. The generally vague specification of programme goals in major development projects (Havelock & Huberman, 1978:273), while a positive characteristic in other ways, leaves such programmes particularly vulnerable to the evaluative misidentification of participation categories.

The primary impact of our evaluating the appropriate types of participation should be through the undertaking of better quality and more meaningful evaluations, which should then lead to improved programming. A possible secondary effect - given the programming importance of involvement and control - should be the much needed development of good assessment procedures and instruments, and of practical knowledge pertaining to these forms of participation.

A further implication of the expected greater concentration of evaluative attention on involvement and control should be to force programme evaluations to be more **Participatory**. This arises particularly from the importance of learner self-evaluation in these forms of participation. Such a procedural change would be not only good in itself (ref. Mohanty, 1986), but is most congruent with the principles underlying participative involvement, control and self-direction (ref. Bagnall, 1987).

Underlying these developments, though, is the need for a major shift in evaluation emphasis, from the evaluation of presence and the factors which influence it to the evaluation of appropriate forms of involvement and control. Only then will evaluative measures of programme participation be of any value to adult education practitioners, beyond the political utility of statistics on numbers present.

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A Study of Attitude of Instructors towards Adult Education

The success of the adult education programme depends very much on the performance of Instructors. They are, therefore, primarily required to have right types of attitudes towards adult education. Attitude is commonly considered to be a mental state of readiness and preparedness, organised through experience, which exerts dynamic and positive influence upon an individual to respond in a particular way. The present study was, therefore, pursued in order to have an assessment of the attitude of Instructors towards adult education working under Adult Education Unit of Garhwal University. The objectives of the study were outlined as under:

- (i) To find difference in attitude of male and female instructors respectively towards Adult Education.
- (ii) To find attitudinal changes in the Instructors due to orientational-training in Adult Education.
- (iii) To find changes in their attitude during their active involvement in the programme.

The Tool

A scale to measure instructor's attitude towards adult education was developed by the investigators. The tool consisting of 25 items was based on Likert's five point scale. The reliability value of the scale was .76.

The Sample

The sample of the present study consisted of randomly selected 120 Instructors from different colleges falling under the jurisdiction of Garhwal University.

Administration of the Tool

Attitude scale was administered to the Instructors at three recurrent stages. At the first stage, it was administered to 120 candidates who opted to work as instructors in the ensuing programme. A seven-day training programme was thereafter provided to them, in order to get them acquainted with the different aspects of the programme and prepare them to take up the task ahead. After completion of the training the attitude scale was for the second time administered to all these prospective Instructors. These Instructors were then involved in organising adult education centres for a session of 12 months. At the end of the session, for the third time attitude scale was administered to these Instructors. Because of two drop-outs in the mid-session only 118 Instructors could be available for administering post-session test.

Analysis of Data

In the present study mean of attitude value was calculated on Likerts scale. To find out the differences between attitude values of the two groups (male and female)/stages (Pre-and Post Session/Training) T-test was applied.

Result And Discussion

The result are furnished in the tables 1,2 and 3 respectively.

Table 1

Sexwise Attitude Of The Instructors Towards
Adult Education

Sex	Number of Instructors	Mean value of attitude	SD	CR
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Male	72	98.18	11.48	2.09
Female	48	102.3	9.96	Significant at .05

From table 1 it is apparent that significant difference existed between male and female Instructors about their attitude towards Adult Education, at .05 level. Female Instructors showed more positive attitude than their male counterparts. The result may thus be interpreted that female Instructors were having more consciousness than male Instructors about illiteracy situation of the country, particularly of illiteracy prevalent among women folk.

Table 2

Pre and Post Training Attitude Of The Instructors Towards Adult Education

Stages	N	M	SD	CR
Pre-training	120	99.83	11.08	3.28
Post-training	120	104.33	10.08	Significant at .01

It is clear from table 2 that there existed sharp difference in pre and post-training attitude of the Instructors towards adult education at .01 level. It may be owing to the fact that before being inducted to receive training, Instructors were not aware of the depressing illiteracy phenomenon and the national commitment to get rid of it at the earliest possible opportunity. Moreover, they were not technically aware of the implications, aims and prospects of adult education programme in overall development of the country. During training they were exposed to all such aspects of the programme, which incidentally led to generate in them a positive attitude towards Adult Education.

Table 3

Pre and Post-Session Attitude of the Instructors Towards Adult Education

Stages	N	M	SD	CR
Pre-Session	120	104.33	10.08	0.26
Post-Session	118	104.88	9.4	Not Significant

Though one may expect an increase in the attitude of the Instructors by regularly subjecting them to undergo experience of running the centres, yet the result of table 3 reveals that no significant difference existed between pre- and post-session attitude of the Instructors towards adult education. It is, perhaps, due to various problems faced by the Instructors in organising the centres, that put hinderance in their further attitudinal development.

Keeping in view the result of foregone study, it is recommended that female Instructors should rather be given preference over their male counterpart in organising the Adult Education Centres. Further, high priority should be given to organise adult education training programmes for the prospective Instructors. An equal priority should also be given to remove all sorts of constraints such as physical and monetary in organising centres in order to avail any stagnation in the rapid and result-oriented progress of the national programme.

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Opinions of Adult Women Workers and Learners Regarding the Working of Adult Education Centres

Introduction

Adult education has been rightly recognised as a mean of bringing about the changes in the knowledge, skills, attitudes and behaviour of the rural adults. It is indeed very vital for reconstruction and regeneration of the nations as a whole. Moreover adult education is the key to success in every kind of environment. To build the village economy one must acquire higher skills in all occupations and for that literacy is essential. Moreover, the security of any nation depends upon the education of citizens, their knowledge of affairs, character, sense of discipline and ability to participate effectively in security measures. In view of our seventy per cent illiteracy in the country, one cannot think of dramatic changes to take place in the lives of our rural masses. To help this end, adult education is not only essential but imperative.

As far as content of the instruction book and availability of teaching learning material and physical facilities is concerned many of the previous studies had shown the satisfaction i.e. by Kaur (1982), Rani (1980), Khanna (1981) and Natarajan (1982). Dissatisfaction with the teaching learning material was reported by Shah (1983) and Bhullar (1986).

Lack of training to the workers was reported by survey reported (1980), Natarajan (1982), Sambiah (1983), Mishra (1983) and Bhullar (1986). To be able to read and write and increase in general knowledge were reported by Nanda (1972), Parsad (1985) and Sudershan (1978). The occupation with domestic duties, fear of failure, tired after day's hard work were found to be major reasons for

irregular attendance and dropping out of the centre by Nanda (1972), Deora (1979), Bhushan and Raj (1982), and Natarajan (1982).

Objectives of the Study

The specific objectives of the study were :

- To study the opinions of adult women workers and learners regarding adult education in terms of content, duration, learning material and time.
- To identify the factors responsible for attending and discontinuing the adult education classes.
- To find out the learning choices of learners.

Methodology

The centres which had worked at least for 6 months and were being run by women workers were selected proportionately by dividing them in three categories i.e. working very well, working moderately well and working poorly.

Sample : Twelve women centres which fulfilled the above criteria were selected for the study. Out of total population of 360 learners, a sample of 180 learners was drawn and all the 50 women workers working in the area of the study (i.e. Pamal, Lalton and Mangat blocks of Ludhiana district) were taken as a sample for the study.

Tool : Two sets of interview schedule were prepared to gather the relevant data. The interview schedule for the worker consisted of two parts i.e. Background information and opinions of workers on the working of adult education centres. Whereas interview schedule for the learner consists of four parts i.e. Background information, opinions of learners on the working of adult education centres, Factors motivating adults to join the adult education centre, factors leading to discontinue the classes and learning choices of adult learners. Before commencing the actual collection of data, the instrument was pre-tested on

non-sampled learners and workers. The interview schedules were modified on the basis of pre-testing data and finalised.

The data were collected by personally interviewing the workers and learners.

Analysis of data

The data were analysed by working out the frequencies and percentages to understand the distribution of respondents regarding their opinions. To know the most important factors, aims and problems, ranks were assigned. Kendall's coefficients of concordance (w) was worked out to determine the agreement between three types of respondents i.e. regular, irregular learners and drop-out adults on the working of adults education centres. To find out the relationship between irregular learners and drop out adults in relation to factors responsible Spearman's Rank correlation coefficient was worked out.

Findings and Discussion

It was found that majority of the workers (70.00%) were between 15-26 years of age whereas majority of the learners (68.89%) were between 15-35 years. With regard to the sources of information for opening of AEC, supervisor of the block was mentioned by the majority of workers. Interest in teaching was the most important motive for taking up this assignment in AEC and some were of the view that by teaching others they are serving their unfortunate female community (Table 1). Sharma and Sharma (1981) also reported the same findings.

Table 1. Motives for teaching in AEC

Motive for teaching	f	Rank
Interest in teaching	28	1
Interest in social work	25	2

Part time activity	19	3
To pass leisure time	7	4

As for the training of the workers, majority (68.00%) did not get any training in teaching adults and only 32 per cent had got training, and that too for very short period. Survey Report (1980), Natarajan (1982) and Mishra (1983) also reported inadequacy of training. It is anticipated that due to the lack of training, workers were not in a position to motivate and retain adult learners in the centres. Worker's residence was the common place where centre was organised and some workers felt that it was inconvenient.

All the workers were satisfied with the content of the primer and time of holding class and its duration. More than 70 per cent of workers showed satisfaction with quality, quantity and timely supply of teaching material. These findings are supported by past researchers i.e. Rani (1980), Khanna (1981) and Natarajan (1982). Whereas 58 per cent of the workers were of the opinion that it is very difficult for totally illiterate adults to become literate in such a short period. More than half of the workers were teaching only Literacy and no other skill and the workers who were teaching other skills like embroidery, stitching to learners besides teaching literacy attracted more learners. These findings are supported by Sighe et al. (1981). Majority (98.00%) of workers were using the repetition method for teaching adults and all the workers were satisfied with the help and cooperation they get from supervisor. In majority of the centres, all the physical facilities like ventilation of room, Dari for sitting, drinking water and electricity were available.

When asked about the problems they were facing during their job, low honorarium, lack of community support and no travelling allowances were mentioned as the first three problems followed by inadequacy of training, no suitable place to run the centre, insufficient teaching material, irregular attendance, lack of cooperation from supervisor etc. Sambiah (1983) also reported ina-

dequacy of training to the instructors.

Some of the suggestions offered by workers for motivating the adults were : holding competitions and giving rewards to learners, organisation of recreational programmes and monetary incentives and other incentives like provision of creche facilities, cattle feed and grain storage drums to learners, etc.

The perceived reasons by the workers for irregular attendance of learners were : shyness due to old age followed by paucity of time, lack of interest, opposition from family members, to stay at home to look after the children and far away location of the centre etc.

As for the learner the source of information regarding the opening of AEC, Adult education worker was the most popular as mentioned by regular, irregular learners and drop-out adults. And there was non-significant agreement between all these three types of learners in ranking the source of information. The problems which they faced while enrolling were shyness due to old age, discouragement by family members, location of the centre and discouragement by neighbours. There was significant agreement between regular, irregular and drop-out adults in ranking the problems faced while enrolling themselves.

Table 2. Reasons as perceived by the workers for irregular attendance of the learner

Reasons for irregular attendance	Frequency	Rank
- Shyness due to old age	46	I
- Paucity of time	42	II
- Lack of interest (learner)	32	III
- Opposition from family members	21	IV
- To stay at home to look after the children	5	V

- Distance of the centre is more	4	VI
- Unsuitable timings	3	VII

The perceived aims for starting this Adult Education Programme by and large restricted to making people literate. Other aims mentioned were: to give knowledge to improve household activities, to enable to improve economic conditions and to make good citizens.

As for their opinion regarding the content, duration, learning material and time, it was found that more than 70 per cent of learners were satisfied with the content of primer, its level, duration of class and its timing, quality, quantity and timely supply of learning material. All the learners were satisfied with the physical facilities present in centre (i.e. ventilation of room, Dari, water and electricity) and help they got from supervisor and worker. Learners (100%) reported that whatever was taught to them the previous day, was also repeated the next day which helped them to grasp that part easily. All these findings are supported by Rani (1980), Khanna (1981) and Natarajan (1982).

An attempt was also made to find out that how they are evaluated and after how much time gap they are evaluated. Sixty-five per cent reported the written test as a procedure of evaluation and 52.5 per cent said that they were evaluated after three months and 47.5 per cent mentioned this time gap as six months.

When asked to indicate their opinion regarding the usefulness of education they are getting from AEC's, 99.17 per cent mentioned the help in economic use of money followed by help in domestic affairs, whereas 94.17 per cent reported that it will help in increasing their general knowledge. Other areas of usefulness were: help in reading and writing and knowledge about cleanliness and development of village etc. (Table 3). These findings are in line with those reported by Nanda (1972), Kaur (1982), Khanna (1981) and Bhushan and Raj (1982).

Table 3. Usefulness of Education

Area of usefulness	Yes	No
- Help in Agriculture	44(36.67)	76(63.33)
- Help in economic use of money	119(99.17)	1(0.83)
- Increase in general knowledge	113(94.17)	7(5.83)
- Help in attaining further education	39(32.5)	81(76.5)
- Help in Reading and Writing	94(78.33)	26(21.67)
- Cleanliness and dev. of village	52(43.33)	68(56.67)
- Knowledge about good habits and better health	45(37.5)	75(62.5)
- Help in domestic affairs	117(97.5)	3(2.5)

Figures in parentheses indicate percentages

Some of the suggestions offered by learners for improving the functioning of the centre were : Providing medical facilities in the centre, increasing duration of the programme and providing recreational facilities in the centre (Table 4).

Table 4. Suggestions by learners

Suggestions	Frequency	Rank
- Provision of medical facilities in the centre	116	1
- Duration of the programme should be increased	101	2

- Provision of recreational facilities.	90	3
- Timely availability of learning material	77	4
- Centre must be centrally located	62	5
- Creches facilities should be provided	41	6

Factors Motivating Adults to Attend the Centre

Motivation refers to the process of arousing action, sustaining activity in progress and regulating the pattern of activity. To motivate is to cause the release of energy to a desired goal. Motivation can also be generated by offering incentives.

The motives expressed by the participants for attending the adult education centre are mainly sociogenic in nature and belong to a wide spectrum of interesting areas.

All the learners (100%) joined the centre to learn to read and write, 65 per cent had joined to learn the subject matter taught in the AEC and 48.33 per cent mentioned to "attain emotional satisfaction" as the motivating factor because after becoming literate they can travel and can read the letters without getting help from anybody.

Social and Recreational Motives

Majority of the learners (95.83%) had joined the centre in order to become socially aware, 94.17 per cent to acquire better status in society and 93.33 per cent to learn proper utilization of leisure time.

Economic and Cultural Factors

With reference to the economic and cultural factors, 99.17 per cent reported that they want to

gain knowledge in economic use of money and 20.83 per cent had joined to become culturally aware. These were those participants who have migrated to Punjab from other states (Table 5). These findings are supported by Rani (1980) and Kaur (1982) who also reported the same factors.

Reasons for irregular attendance and dropping-out from AEC

Adult educators have always faced the problem of sustaining and increasing the participation of adults in the programme. Dropping-out in the mid-term is one of the mounting problem and this is particularly acute in case of women (Table 6).

Table 5. Factors motivating learners to join the centre

Motivating factors	Yes	No
Personal Factors		
- To learn to read and write	120(100)	-
- To learn the subject matter taught in the centre	78(65.00)	42(35.00)
- To gain knowledge about diseases of children	53(44.17)	67(55.83)
- To attain emotional satisfaction	58(48.33)	62(51.67)
Social and Recreational Factors		
- To increase social awareness	115(95.83)	5(4.17)
- To acquire better status in society	113(94.17)	7(5.83)
- To learn proper utilization of leisure time	112(93.33)	8(6.67)

- To enjoy stories narrated by worker 29(24.17) 91(75.83)

Economic and Cultural Factors

- To gain knowledge in economic use of money 119(99.17) 1(0.83)
- To learn to raise the standard of living 60(50.00) 60(50.00)
- To become culturally aware 25(20.83) 95(79.17)

* Figures in parentheses indicate percentages

Personal Factors

Findings of the study shows that 70.00 per cent learners were irregular as they felt sometimes "tired after days' hard work whereas 53.33 per cent of adults dropped out due to this reason. "Lack of time" (40.00%), "busy in household chores" (55.00%) and "to stay at home to look after the family (33.33%) were the other reasons for irregular attendance of adults. Whereas 75.00 per cent adults dropped out as they have to stay at home and 80.00 per cent dropped out on account of being busy in household work.

Situational and Climatic Factors

With reference to situational and climatic factors responsible for being irregular in class and dropping-out it was found that 60.00 per cent of learners were irregular due to rough weather and only 1.66 per cent mentioned unsuitable timings of the centre as a major reason. Whereas 93.33 per cent of the adults dropped-out due to extreme weather conditions and 33.33 per cent dropped-out on account of unsuitable timings of the centre. To find out whether there is any relationship between the adults irregular and dropping-out of the centre with reference to the factors, Spearman's rank correlation coefficient was worked out which showed a significant relationship between both types of adults with reference

Table 6. Factors responsible for irregular attendance and dropping-out of the centre

Factors	Irregular learners (N=60)		Drop-out Adults (N=60)		
	Always	Sometimes	Always	Sometimes	Never
A. Personal Factors					
- Tired after day's hard work	8 (13.33)	42 (70.00)	10 (16.67)	32 (53.33)	20 (33.33) 8 (13.33)
- Busy in household work	22 (36.46)	33 (55.00)	5 (8.33)	48 (80.00)	10 (16.66) 2 (3.3)
- Stay at home to look after the family	12 (21.66)	32 (53.33)	15 (25.00)	45 (75.00)	9 (15.00) 6 (10.00)
- Lack of interest	1 (1.66)	2 (3.33)	57 (95.00)	11 (18.33)	14 (28.33) 35 (58.33)
- Shyness due to old age	1 (1.66)	12 (20.00)	47 (78.33)	11 (18.33)	17 (28.33) 32 (53.33)
- Fear of success	1 (1.66)	10 (16.67)	49 (81.66)	8 (13.33)	16 (26.66) 36 (60.00)
- Hinderance in domestic work	10 (16.67)	12 (21.66)	37 (61.66)	30 (50.00)	20 (33.33) 10 (16.67)

- Lack of learning material	5(8.33)	4(6.66)	51(85.00)	5(8.33)	-	55(91.67)
- Instructor's inability to make class interesting	-	5(8.33)	55(91.66)	10(16.67)	5(8.33)	45(75.00)
- Inadequate stress on developmental skills	24(40.00)	13(21.66)	23(38.33)	32(53.33)	10(16.67)	18(30.00)
- Give rise to household problems	2(3.33)	10(16.67)	48(80.00)	20(33.33)	22(36.67)	18(30.00)

B. Situational and Climatic Factors

- Weather too hot or too cold	-	36(60.00)	24(40.00)	-	56(93.33)	4(6.66)
- Unsuitable time	1(1.66)	-	59(98.33)	20(33.33)	11(18.33)	29(48.33)
- Not permitted by family members	1(1.66)	9(15.00)	50(80.33)	9(15.00)	15(25.00)	36(60.00)
- No fellow students to accompany	-	16(26.67)	44(73.33)	14(23.33)	13(21.66)	33(55.00)
- Discouragement by neighbour	-	2(3.33)	58(96.67)	-	5(8.33)	55(91.67)

*

Figures in parentheses indicate percentages

to personal factors but they differ in their opinions on situational and climatic factors responsible for being irregular and dropping-out of the Centre. Nanda (1972), Raj (1982) and Avasthy (1983) also found the similar reasons.

Learning Choices of Learners

Adult education have always faced the problem of sustaining and increasing the participation of adults in the programmes. In assisting the staff to add effectiveness to conduct adult education classes, there is need of knowing what adults want to learn from AEC in addition to literacy (3 R's). The findings of the study show that "Tailoring" was the most popular learning choice mentioned by the adults and thus received the first rank and "food preservation and cooking received the second rank. Knowledge about subsidiary occupation i.e. bee keeping, poultry farming, dairy farming etc. was also mentioned by the most of the learners and it received the third rank. Knowledge about better care of children and knowledge about energy saving devices were the least important learning choices mentioned by the learners (Table 7). These findings are further supported by Deora (1979) and Rani (1980).

Table 7. Frequency and rank distribution of learners according to their learning choices

N = 120

Learning choices	Frequency	Rank
Tailoring	80	I
Food preservation	68	II
Knowledge about subsidiary occupations	51	III
Home decoration	48	IV
Machine Knitting	47	V
Use of waste material	42	VI

Kitchen gardening	41	VII
Embroidery	37	VIII
Soap making	34	IX

Other learning choices were : making decorative articles, chalk making, knowledge about grain storage, soft toy making, knowledge about loan facilities, and account keeping.

Conclusion

Thus it can be concluded that as the vast majority of workers were matriculates, they have interest in teaching which motivated them to accept the duty of teaching in AEC. Workers and learners both were satisfied with the content, teaching-learning material and timing of the centre and with the physical facilities provided in the centre. Workers reported low honorarium as the difficulty faced by them though they also faced the problem of opposition from community and irregular attendance of learners and learners faced the major problem of shyness due to old age. Both workers and learners suggested the holding of competitions and giving away prizes to winners as the incentives. Majority of the learners had joined the centre to learn to read and write, to become socially aware and to gain knowledge in economic use of money. Majority of the learners faced mainly personal problems like tired after day's hard work and business in house as the problems for irregular attendance and dropping out of the centre. Vast majority of the learners mentioned the tailoring and food preservation as their learning choices.

Some of the recommendations made by the authors of this paper on the basis of the study findings are :

- To make workers more enthusiastic about their work their monthly honorarium should be increased to attract the workers of high calibre and they must

get training in teaching of adults.

- Duration of the programme should be increased to two years.
- In view of numerous problems faced by workers, it is recommended that number of learners for each worker should be reduced to 10-15 so that individual attention could be given to each learner.
- Provision of monetary incentives may be provided to the learners.
- To attract target group of 15-35 years some courses in tailoring and cooking should be organised which will cater to the needs of the adult women.

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Needs and Interests of Adults Rural Women as related to their Home and Family Life as a Function of some Socio Personal Variables

The importance of an assessment of needs and interests of people before planning a programme has been stressed time and again by educationists, extension workers and programme planners. It is also agreed that needs and interests of people vary according to their socio-personal characteristics. The rural women have special needs particularly in the area of home and family life. Though all women are required to be knowledgeable about latest knowledge and skills about home and family life but it is possible that women belonging to different age groups, marital status, educational level, occupation and income may be having a difference in the intensity of need in this area. This was the reason for taking up this research project which attempted to relate needs and inte-

rests of adult rural women in the area of home and family life to their socio-personal characteristics.

The study was carried out in 10 randomly selected villages of Ludhiana district. 50 rural women in the age group 15-35 years were selected randomly from each village making the total sample 500. An interview schedule containing 105 items related to selected areas of home and family life was used to assess the needs and interests. The pretesting of the interview schedule showed that it was reliable (.73) and valid (.85).

The areas in which needs and interests were studied were foods and nutrition, home management, labour saving devices, clothing and textiles, child development, health and hygiene and women's welfare. The data was analysed by obtaining percentages. The coefficient of correlation was calculated to find out the relationship of needs and interests with age, marital status, educational level, occupation and income of the respondents.

Results

The results of the study are given in Table 1 and Table 2. Table 1 shows the 'r' values between needs and selected socio-personal variables and Table 2 shows 'r' values between interests and socio-personal variables. It is seen that 10 'r' values in case of needs and 14 'r' values in case of interests are statistically significant. The findings are listed below:

I. Needs and Socio-personal variables

1. There was a significant positive relationship between age, marital status and education with needs in the areas of labour saving devices both with and without electricity and clothing and textiles.
2. Unmarried rural women were found to have expressed significantly more need for information in the area of home-management.

Table 1. Relationship of Needs with Socio-personal Variables.

Variable	FN	HM	LSDWOE	LSDWE	CT	CD	HH	WW
Age in years	-.0343	-.0676	-.1189**	-.1780**	-.1197**	-.0174	-.0749	.0068
Marital status	-.0666	-.0924*	-.1422**	-.2403**	-.1052*	.0855	-.0688	.0118
Educational level	.0632	.0490	.1203*	.2018**	.0956*	-.0259	.0518	.0684
Occupation	.0478	-.0442	-.0519	-.0415	-.0258	-.0697	-.0179	-.0123
Income	.0568	.0674	-.0070	.0644	.0363	-.0161	.0041	.0547

* p < .05

** p < .01 Abbreviations used : FN - Foods and nutrition, HM - Home-management, ASDWOE - Labour saving devices without electricity, LSDWE - Labour saving devices with electricity, CT - Clothing and textiles, CD - Child development, HH - Health and hygiene, WW - Women's welfare.

Table 2. Relationship of Interests with Socio-Personal Variables.

Variable	FN	HM	LSDWOE	LSDWE	CT	CD	HH	WW
Age in years	-.0573	-.0832	-.1290**	-.1188**	-.1706**	-.0129	-.1591**	-.1160**
Marital status	-.1047*	-.1104*	-.1444**	-.1915**	-.1739**	.0617	-.1412**	-.0726
Educational level	.0822	.0484	.0941*	.1041*	.1041*	-.0176	.0367	.0463
Occupation	.0618	-.0093	-.0825	-.0702	.0227	-.0217	-.0570	-.0555
Income	.0328	.0089	.0128	.0422	.0243	.0856	.0370	-.0406

* $p < .05$

** $p < .01$

- 7
3. The needs of rural women in all the areas in home and family life had no relationship with occupation and income of respondents.

II. Interest` and socio-personal variables

1. There was a significant positive relationship of age, marital status and educational level with interests in the areas of labour saving devices (both with and without electricity) and clothing and textiles.
2. It was found that unmarried women had significantly more interest in acquiring information in the areas of foods and nutrition, home-management, and health and hygiene.
3. The younger women had significantly more interest in acquiring information in the areas of health and hygiene.
4. The older women had significantly more interest in acquiring information in the areas of women's welfare.
5. It was found that the occupation and income of rural women had no relationship with their interests in all the area of home and family life.

The above findings can be in some part discussed in the light of some other somewhat similar studies. For instance, Deora (1979) found differences in the learning needs of rural married and unmarried women who were illiterate. Bhangoo and Kaur (1986) in a study of adoption of improved household practices found that rural women who were younger in age, and had higher education

adopted more improved household practices which included labour saving devices, food, clothing and health practices. Studies by Nirmaljit (1972) and Vashist and Dhesi (1976) had shown that there was no relationship between age and adoption of improved household practices by rural women, in the latter study income was found to be related to the adoption of labour saving devices. The time factor may be one of the reasons for the difference in results obtained more than a decade ago during which a whole new generation has grown up. The spread of education and the development of a number of new mass media have helped to create awareness, specially among the younger generation.

Conclusions:

The findings of the study have shown that younger and unmarried rural women with higher level of education had not only more need for information but also had more interest in acquiring information in the areas of labour saving devices and clothing and textiles. The unmarried women had more need and interest in acquiring information in the area of home management. They had also been found to be more interested in acquiring information in the areas of foods and nutrition and health and hygiene. Younger women had also more interest in acquiring knowledge in the area of health and hygiene. While older women had greater interest in the area of women's welfare.

Thus it can be concluded that there is a greater awareness and desire on the part of younger women exposed to education to acquire new knowledge. The finding that older women have more interest in acquiring information about the area of women's welfare is noteworthy. This finding is suggestive of the fact that older rural women are conscious of their welfare and want to be aware about it so as to use the information whenever the need arises. The results have revealed that occupation and income had no relationship with needs and interests in any of the areas of home and family life. It is likely that the relationship of occupation failed to emerge as house work was the main occupation of 94% of the respondents. Similarly the relationship of income with needs and

interests could not have emerged as the range of income of the sample as a whole was not very large. Moreover, there may truly be no relationship of these two variables with women's needs and interests in the area of home and family life as all women irrespective of their occupation and level of income show concern about their home and family's welfare.

It has also been found that age, marital status, education were not related with needs in the areas of foods and nutrition, child development, health and hygiene and women's welfare. This finding shows that women whether they are young or old, married or unmarried and with varying levels of education cannot escape their household duties. It is a welcome sign to watch that rural women are conscious of their duties. At the same time the finding that younger unmarried women with higher level of education have more need and interest also hints at catching them young and imparting them formal education which it seems is a prerequisite for more need and interest for information to improve home and family life.

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Training Needs of the Rural Youth of Drought Prone Area : An Action Research

In India rainfed areas cover 74.3 per cent of 142.8 million hectares of arable land, but constitute only about 60 million tonnes out of 150 million tonnes of our total food grain production. Improvement of agriculture production of drylands has thus acquired a national priority. Farmers' training is of paramount importance in guiding the farmers in adoption of improved technology for increased agricultural production and becomes an important element in arid land strategy of agricultural production. There can not be an universal training programme for the farmers of different regions. The drought prone areas of Western Rajas-

than have peculiarity of its own like low and erratic distribution pattern of the rainfall, soil erosion, infertile sandy soils with poor moisture storage capacity, scarce and poor quality ground waters, high evaporative demand of the atmosphere, limited choice of crops in view of short period of moisture availability all lead to the poor economic base of the farmers. It is said that the fight against this years' (1987) drought will be of at least twelve months' duration which indicates the herculean task of development of such areas. However, under such circumstances rural youth have to play a significant role not only in adopting technology but further in disseminating the same to other farmers. In this regard the programme of Nehru Yuvak Kendra (NYK) was initiated in the year 1972 to provide an opportunity to rural youth in the development process. In the present study an attempt has therefore, been made to assess the pre and post-training needs perceived by the rural youth regarding improved arid farming technology.

The study was planned to determine the training needs of rural youth both in cognitive and expressed opinion domain before and after the training exposure with the following specific objectives :

- (i) To determine the gain in knowledge of trainees, before and after the training programme.
- (ii) To study pre and post training needs perceived by the rural youth.

Methodology

The study was conducted at Krishi Vigyan Kendra of CAZRI, Jodhpur, Rajasthan. Fifty two rural youth from Nehru Yuvak Kendra, Tonk (Rajasthan) who participated in the training course at KVK from 7th to 14th March, 1987 constituted the sample. The training course consisted of different facets of arid farming technology viz., dryland crop production, disease/pest management, arid horticulture, arid forestry and sand dune stabilization, rodent control, development of grassland and animal husbandry, solar energy appliances. The structured interview schedule of knowledge inventory was developed to assess the level of knowled-

ge. Similarly perceived training needs were determined by getting response of rural youth to direct questions pertaining to areas of arid farming. The pre and post interviews were held to determine differential knowledge and perceived training needs. The Spearman's rank order correlation and 't' test were applied to draw inferences.

Results and Discussion

(A) Pre and Post Training Knowledge of the rural youth :

The ranking of seven facets of arid farming knowledge on the basis of mean per cent obtained by the trainees before and after the exposure, per cent increase in knowledge alongwith ranking and 't' values are presented in Table 1.

A perusal of data in Table 1 revealed that in all areas of arid farming knowledge of the respondents was found to be increased after the exposure. The difference between pre and post training knowledge scores were statistically significant at 1 per cent level of probability in all the subject matter areas. It could be safely inferred that there was a significant gain in knowledge of the respondents as a result of undergoing training course. Verma *Et Al.* (1984), Das and Sharma (1985) Singh and Gill (1985), Verma and Verma (1985) and Das *et al.* (1986) also reported that trainees have gained sufficient level of knowledge after the training. The data further indicated that rural youth were having maximum knowledge with regard to dry land crop production (46%) followed by rodent control (35%), development of grassland and animal husbandry (26%), arid horticulture (9%), solar energy appliances (6%), arid forestry and sand dune stabilization (1%) and the least about the disease and pest management (1%) prior to training. Whereas, after the exposure pattern was changed resulting into maximum knowledge of the trainees in the case of rodent control (80%) followed by development of grassland and animal husbandry (70%), dryland crop production (67%), solar energy appliances (54%), arid forestry and sand dune stabilization (52%), arid horticulture (51%) and lastly disease and pest management (24%).

Table 1 : Pre and Post Training Knowledge of various Areas of Arid Farming of The Rural Youth

Sr. No.	Particulars	Pre-training average knowledge in percentage (N = 52)	Rank	Post-training average knowledge in percentage (N = 52)	Rank	't' value	Per cent average gain in knowledge	Rank
1.	Dryland crop production	45.76	I	67.00	III	8.28 *	21.24	VII
2.	Disease/Pest management	1.25	VII	26.87	VII	6.28 *	25.62	VI
3.	Arid horticulture	8.89	IV	51.77	VI	11.92 *	42.88	V
4.	Arid forestry and sand dune stabilization	1.49	VI	52.40	V	14.83 *	50.96	I
5.	Rodent control	34.61	II	80.28	I	12.39 *	45.67	III
6.	Development of grassland and animal husbandry	26.45	III	69.57	II	11.62 *	43.06	IV
7.	Solar energy appliances	5.76	V	54.03	IV	10.19 *	48.27	II

* Significant at 1 per cent level of probability.

Table 1 further revealed that on the basis of average gain in per cent knowledge the respondents acquired first rank with regard to knowledge of arid forestry and sand dune stabilization followed by solar energy appliances, rodent control, development of grassland and animal husbandry, arid horticulture, disease and pest management and dryland crop production was placed at the bottom. Before training respondents were having negligible knowledge regarding arid forestry and sand dune stabilization, solar energy appliances, disease and pest management, hence, obviously they gained more knowledge in these aspects as compared to other areas.

(B) Pre and Post Training needs perceived by the rural youth

The data pertaining to the training needs perceived by the rural youth before and after the exposure are presented in Table 2.

It could be observed from Table 2 that there was no clear cut difference between the pre and post training needs perceived by the rural youth. This was supported by significant rank order correlation ($P_s = 0.928$). However, on the basis of differences, participation in training brought down the intensity of training need in all the areas except two viz., rodent control and arid horticulture. The data indicated that dryland crop production, development of grassland and animal husbandry, rodent control and arid horticulture were the major needs for training.

Conclusion

It is needless to mention here that like other farming systems, crop production has a prime position within dry farming system as well. It was, therefore, expected that though rural youth had gained knowledge of dryland crop production, they would perceive maximum need for training in this regard. Similarly, it is said that in arid regions the stability of production may be achieved through emphasis on animal production and thereby greater attention towards raising of grasses. It seems rural youth were aware about the

Table 2 : Training needs perceived by the Rural Youth before and after Exposure

Sr. Particulars No.	Pre-training average score (N = 52)	Rank	Post-training average score	Rank	Difference between pre & post training av. score
1. Dryland crop production	6.26	I	5.65	I	-0.61
2. Disease/Pest management	4.53	III	4.13	IV	-0.40
3. Arid horticulture	3.92	V	4.09	V	+0.17
4. Arid forestry and sand dune stabilization	2.00	VII	1.63	VI	-0.37
5. Rodent control	3.48	IV	4.34	III	+0.86
6. Development of grassland and animal husbandry	4.63	II	4.51	II	-0.12
7. Solar energy appliances	2.63	VI	1.38	VII	-1.25

PS = 0.928*

* Significant at 1 per cent level of probability.

importance of animal husbandry and introduction of grasses on their farm lands which resulted in their perception of training needs.

The total loss to the nation due to rodent activity must be of great magnitude. Overall losses of grains are estimated at 25 per cent in the field before harvest and 25 to 30 per cent in storage. In Rajasthan in 1971 due to rodent damage re-sowing had to be done for 3 to 4 times. So obviously rural youth perceived more need for training in relation to rodent control.

In arid zone, the monsoon is very erratic, hence grain farming is a risky matter. Horticulture plants like ber, pomegranate once established become a permanent source of income which was realised by the respondents after participation in the training and it was resulted in their post training need perception.

On the whole it could be inferred that though the trainees gained substantial knowledge after the exposure, intensity of training needs still left after undergoing training, it is, therefore, suggested that possibility of extending the duration of training course and devoting more time to above said fields of specialization may be explored.

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Adult Education News

MOVEMENT TO SPREAD LITERACY URGED

The Vice-President, Dr. Shankar Dayal Sharma called upon social workers, teachers and students to adopt mohallas and blocks in towns and villages and educate those who had no opportunity to attend school. A mass movement, according to him, was the only way to spread functional literacy, particularly among the adults and the working class.

It was unfortunate that India had the largest percentage of illiterates, while it took "pride in being third largest country in terms of technical manpower, the Vice-President said.

The Vice-President was speaking after presenting the 1987 Nehru Literacy Award to the octogenarian veteran adult educator and Parliamentarian, Prof. NG Ranga in New Delhi on April 23, 1988.

Accepting the Award instituted by the Indian Adult Education Association, Prof. Ranga regretted that the country had failed to give women their due status and rights and to give children a bright future and the right type of education even after 40 years of independence.

He called upon the voluntary organisations, social workers, teachers, students and the audio-visual media to take up the challenge of educating those who had no opportunity to attend the schools. He also urged the Government to create a vast network of schools with adequate number of teachers to spread education, particularly among women.

The citation read out by Shri B S Garg, President of the Indian Adult Education Association described Prof. Ranga as a mass educator, scholar, intellectual and statesman besides being one of the founder members of the Indian Adult Education Association.

By founding the Forum of Parliamentarians on Adult Education recently he has given the call to Parliamentarians and Legislators to provide leadership for constituency-wise programme for mass mobilisation of people for participation in all

developmental activities and to press the Government to give more attention to eradicate illiteracy and promotion of adult education and involving people in the fight against ignorance and poverty.

The citation said that Prof. Ranga is a prolific writer and has written more than 30 books apart from contributing a number of articles on different subjects for the upliftment of the people at the grass-root level.

He organised adult education schools, conducted literacy campaigns, supported literacy movement and promoted friendship and fraternity between all castes through social service, the citation said.

Earlier, Shri J C Saxena, Hony. General Secretary, Indian Adult Education Association in his welcome address congratulated Prof. Ranga on his getting the Nehru Literacy Award (1987). The Indian Adult Education Association had set up a Committee for this selection and Prof. Ranga was the unanimous choice of this committee. Shri Saxena said that it was a matter of shame that India have still a large number of illiterates of the world, while other countries, which got independence at about the same time as India did, were able to wipe out illiteracy from their countries in a short span. He said that education is a life long process and part-time, spare-time and own-time educational opportunities should be provided to the people at their door-step. He pledged the full support of the Indian Adult Education Association and appealed to all educated people to participate in the National Literacy Mission so as to remove the blot of illiteracy from the country by 1995. Shri Saxena pointed out that 63 per cent of the 8 crore people of the target group (15-35) happen to be women and all out efforts should be made to make them literate, thereby enabling them to make their contribution to the national programmes of socio-economic development.

Shri J L Sachdeva, Director, Indian Adult Education Association proposed a vote of thanks. He said that the governmental and non-governmental organisations have to work in close cooperation to

eradicate illiteracy from the country. He said that the establishment of Jan Shikshan Nilayams under the National Literacy Mission will fulfil the educational needs of the illiterates, semi-literates, educated and the elite. He urged that wide publicity should be given to the mass programme for functional literacy so that all literate people undertake this work to enable their illiterate brothers and sisters to become active partners in the development of the country.

The Award is in the shape of a plaque with a gold medallion of Nehru held by floral intaglio in silver. It also carries an "angavastram" and citation.

PM LAUNCHES MASS CAMPAIGN FOR NATIONAL LITERACY MISSION

The Prime Minister, Mr Rajiv Gandhi, called upon the youth, students, voluntary agencies, employers and all political parties to take the message of literacy to every nook and corner of the country to end exploitation of the illiterates and bring about their economic emancipation.

Launching a mass campaign for National Literacy Mission at Vigyan Bhavan in New Delhi on May 5, 1988, Mr Gandhi said that programme can only succeed with the active participation of all sections of the population.

Mr Gandhi and an adult woman learner jointly lit the lamp of learning on the launching of the mission.

A national consensus has to be created for mobilisation of social forces for the success of the gigantic task undertaken by the mission and to achieve the ultimate objective of promoting a qualitative change in the living and working conditions of the deprived sections, he said.

Emphasising the need for educating women, Mr Gandhi said through literacy women become aware of their social and legal rights, learn and improve income generating skills, acquire a voice in the affairs of the family and move towards equal participation in the process of development and so-

cial change.

The Literacy Mission, Mr Gandhi said, would try to reach eight crore people by 1995 and make them self-reliant in literacy and numeracy so that they could acquire skills to improve their economic status, the status of women, adopt the small family norm and be motivated to protect the environment. To relate itself to the lives of the people, the mission would teach them in their own local languages and dialects.

Mr Gandhi cautioned that the spread of literacy should not divorce the people from the country's culture and traditions, rather it should strengthen our heritage. The absence of literacy, he said, opens people to exploitation. Research has shown that as men, especially women acquire literacy, the infant mortality rate falls, life expectancy increases and the incidence of disease declines. The thrust will be in rural areas with a special concern for women and persons belonging to Scheduled Castes and Tribes. This would enable them to take their place in the national mainstream.

Earlier, Mr Sam Pitroda, Adviser to the Government on Technology Mission suggested that literacy should be linked with development of the country. He said that adult literacy specially among women is the linchpin of the future. It will lead not just to employment but to self-help and self-reliance. He said the programme had generated some cynicism, but it was an essential part of nation-building. The mission did not have all the answers but but "we are trying and trying hard".

Adult literacy should not be a slogan of the past but a reality which will give independence and respect to everybody.

Mr P V Narasimha Rao, Union Minister of Human Resource Development, who presided over the function said that it was a matter of shame that the maximum number of illiterates will be in India in the next century and we must wash this stain. The biggest problem in the villages, he said, was that of motivation as literacy was not related to employment as in the urban areas where the mission

would have better success. Mr Rao said while reaching the generation in the age-group of 15-35 years, it must be ensured that there were no new illiterates among the coming generation. He said that it was a pity that the educated had the least faith in the National Literacy Mission.

An audio-visual presentation of the state of education in the country was presented by the Education Secretary, Mr Anil Bordia on the occasion.

Shri L Mishra, Joint Educational Adviser, Ministry of Human Resource Development proposed a vote of thanks.

Mr Rajiv Gandhi also released five books about the mission.

EXHIBITION ON LITERACY FOR DEVELOPMENT

To coincide with the launching of the Mass Campaign for National Literacy Mission by the Prime Minister, the Ministry of Human Resource Development organised a National Literacy Exhibition at Pragati Maidan, New Delhi from May 5-31, 1988. It was inaugurated on May 5, 1988 by Shri P V Narasimha Rao, Union Minister for Human Resource Development.

The theme of the Exhibition was "Literacy for Development". The Exhibition highlighted key aspects of intensification of action for eradication of illiteracy. Besides depicting strategies of programme delivery for literacy and post-literacy, a variety of material prepared all over the country for literacy, post-literacy and continuing education programmes were on display. The Exhibition included a portrayal of a functional literacy centre, Jana Shikshan Nilayam - an institution established for post literacy and continuing education, as well as application of techno-pedagogic inputs, media support and technology demonstrations to improve literacy programme.

A MASS MOVEMENT FOR HUMAN RIGHTS EDUCATION

Dr L M Singhvi, eminent Jurist said in New

Delhi on May 27, 1988 that for successful functioning of democracy, a broad-based system of communication, assimilation and socialisation of values has to be created. The inculcation of human rights and values go a long way in this direction, he said.

Dr Singhvi was delivering the key-note address at the Round Table convened by the Indian Adult Education Association. 40 persons attended.

Dr Singhvi said that human rights education has not received the priority it deserves and it is the duty of adult educators to see that it is invariably included in the awareness component of the adult education programme. He suggested that the UNESCO publications on Human Rights teaching should be translated in simple Hindi and other Indian languages so that the message could reach the masses. He said that the Government alone could not build a mass movement on Human Rights. It was for the people to come forward and take the lead.

Dr Singhvi said that there cannot be a universal model for human rights education. Each country has to devise its own model from the culture of the community. He said that all educational institutions should contribute to human rights learning. It has to be inculcated in all groups of people to achieve the goals of a good society.

Shri L Mishra, Joint Educational Adviser, Ministry of Human Resource Development, who presided over the inaugural function said that many laws have been enacted by the Government to bring equality among the sexes; but still we find lot of discrimination against women. He said that laws alone cannot deliver the goods. It is the social system which has to be changed. Shri Mishra said that hardcore, devoted grass-root workers are needed to translate objectives into reality for building a mass movement for human rights.

Earlier, Shri J C Saxena, Hony General Secretary, Indian Adult Education Association (IAEA) welcomed the Chief Guest and the participants. The IAEA, he said, has convened the Round

Table in order to think of an action plan to promote awareness about human rights. These rights implied duties also and therefore in all Adult Education programmes for awareness-building, both rights and duties should receive equal emphasis. Besides women, people belonging to SC/ST and weaker section of the society needed special attention and care. Continuous efforts should be made in this regard and in all meetings/discussions women SC/ST should be encouraged to participate and speak and act as equals.

Shri J L Sachdeva, Director, IAEA in his vote of thanks said that adult educators have a great responsibility in making people aware of the rights so that they can fight for them. He said that thru' adult education a system has to be created in which every human being is treated in dignity.

The Round Table made the following recommendations:

1. The Round Table notes with deep concern that the first basic human right to equality is denied by our society. It is here that adult educators have to play a meaningful role to draw attention to this denial.

2. The article on Right to Education and the Paris Declaration on Right to Learning should be converted into a Plan of Action and strategies need to be evolved to implement them.

3. Adult Education movement must become a mass movement enjoying the support, cooperation and leadership of the people. A mass movement must have a broad base of objectives encompassing the total life of the people. Removal of exploitation, oppression, basis of the new society, where men and women could live as equals in dignity and rights.

4. The Round Table feels that denial of rights of our fellow human being is not by the illiterates in our society but by the educated, the intellectual and elite, the well-to-do and upper middle class. It recommends that human right

learning and education must pervade all forms of adult education.

5. Awareness about human rights should invariably be included in training programmes of all types of adult education functionaries.

6. The Round Table recommends that literature in simple language on human rights should be produced and widely distributed so as to make people conscious of their basic rights.

7. It recommends that street corner plays, dramas should be produced in large numbers so as to promote human rights among people.

8. The Round Table recommends that the Indian Adult Education Association should set up a commission on Right to Education in which people from different walks of life should be associated.

9. The Round Table recommends that Indian Adult Education Association as a part of its initiative to work for human rights must carry on at national and regional levels discussion on right to learning, so that the awareness of the educated and of the learners is aroused to the human rights.

TAGORE ENDOWMENT FUND

The following have contributed to the Tagore Endowment Fund of the Indian Adult Education Association during the period April-June 1988:

1. Viswa Bharati, Shantiniketan, West Bengal	Rs. 3,000-00
2. Avinashilingam Education Trust, Coimbatore	Rs. 250-00
3. Shri B S Garg, Udaipur	Rs. 101-00
4. Dr (Smt) Asha Dixit, Jaipur	Rs. 101-00
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18. Shri Derji Bhai Pannachand, Ahmedabad	Rs.	50-00
19. Smt Vimla Lal, New Delhi	Rs.	50-00
20. Shri S S Barik, Bhubaneswar, Orissa	Rs.	50-00
21. Prof R P Verma, Varanasi, (UP)	Rs.	50-00
22. Shri S C Mehta, Kishanganj, Purnea, Bihar	Rs.	45-00

JANTA KALYAN SAMITI, REWARI

The Janta Kalyan Samiti, Rewari (Haryana) organised a training programme for Preraks and instructors of the Adult Education Programme in Rewari and Bawal from May 6-14, 1988.

The main topics discussed in the training programme were motivation in adult education, National Literacy Mission (NLM), health for all, role of banks in promoting adult education programme.

Sarvshri J C Saxena, Hony General Secretary, IAEA and J L Sachdeva, Director IAEA participated in the training programme as resource persons.

Shri R N Mahlawat, President, Janta Kalyan Samiti and Vice-President, IAEA was the Director of the Training Programme.

INVOLVEMENT OF SCHOOL STUDENTS/VOLUNTEERS IN THE MASS PROGRAMME FOR FUNCTIONAL LITERACY

The Indian Adult Education Association has decided to enlist cooperation of school students and other volunteers in the eradication of illiteracy under the National Literacy Mission.

The Association proposes to enrol 1.25 lakh students/volunteers in the Union Territory of Delhi at the first stage of the programme to provide literacy to 1.25 lakh illiterate adults. A

Coordinating Committee has been formed consisting of representatives of national organisations of Women, Youth, Workers, Rotarians, Principals and Managers of secondary schools.

The Association has initiated preparatory steps to launch this programme in a massive way with effect from Oct 2, 1988. It will enrol volunteers and provide them training during the period July-September, 1988.

It will also hold meetings of the independent and progressive schools in July August this year. Another meeting of the heads schools/colleges run by the DAV Management Committee and the Ramjas Foundation will be organised.

It appeals to students, educated youth, house-wives, ex-servicemen, retired persons to enrol themselves as volunteers to eradicate illiteracy from the country. The State Resource Centres for Adult Education in Delhi and other parts of the country will help the volunteers with reading material suitable to the specific group of learners.

IAEA ORGANISES ORIENTATION PROGRAMME FOR KEY-LEVEL FUNCTIONARIES IN ADULT EDUCATION

The Indian Adult Education Association organised a weeklong orientation programme for key-level functionaries in adult education at its headquarters in New Delhi from May 23-28, 1988. 20 participants from universities, colleges, voluntary organisations from the States of Himachal Pradesh, Uttar Pradesh, Haryana, Rajasthan and Delhi attended.

Delivering the valedictory address, Mr L Mishra, Joint Educational Adviser, Ministry of Human Resource Development said that National Literacy Mission should be seen as a tool of liberation whereby the learners will acquire a heightened selfknowledge and social awareness, even if this does not immediately lead to an improved economic status. In this manner, non-beings or half-beings will become true human beings.

The National Literacy Mission, Mr Mishra said, is different from previous programmes as it is backed by national political will at the highest level; indeed, it was launched by the Prime Minister himself. It is also a societal mission in that it seeks to mobilise all sections of society. Further, the emphasis has been changed from mere enrolment to the attainment of functional literacy by the adult learners within a period of eight to 10 months. The aim is to cover 30 million adult learners by 1990, Mr Mishra said.

It is also important to link the acquisition of functional literacy to post literacy and continuing education programmes, Mr Mishra said. Thus, if functional literacy is not attained within the 10-month period, there should be provision for evening classes so that the adult learner can continue his education and does not lapse back into illiteracy. The Jan Shikshan Nilayams are to cater to this aspect, Mr Mishra said.

The Jan Shikshan Nilayams would also provide adult learners with a single window for information on development skills; organise 'charcha mandals' so the learners can sharpen their awareness and also provide training whereby proficient craftsmen can upgrade their skills. Cultural activities will also converge in the Nilayams so that they become centres of learning in the true sense, Mr Mishra said.

• An important aspect of the Mission's thrust, Mr Mishra said, is that the medium of instruction will be the spoken language.

Inaugurating it, on May 23, 1988, Shri Anil K Sinha, Director, Directorate of Adult Education said that for success of the Mass Campaign for the National Literacy Mission(NLM), it is necessary that every person in the country should make his or her contribution. The NLM, he said, expects participation of all on voluntary basis.

Shri Sinha said that voluntary agencies are best suited for adult education work because of flexibility, freedom and autonomy in work. He asked the voluntary organisations to submit some innovative and experimental projects rather than

working on the old pattern of running adult education centres.

He said that the post-literacy and continuing education work will now be taken care by the Jan Shikshan Nilayams being set up in various parts of the country.

The subjects covered in orientation programme included review of past adult education programmes in India, the National Literacy Mission, the problem of motivation, field problems in adult education, linking adult education with development, preparation of learning material, role of educational institutions under the National Literacy Mission, planning area specific programmes of adult education, communication support to adult education, community participation in adult education, management and administration of adult education and linking adult education with population education.

ADULT AND SOCIAL EDUCATION INSTITUTE, RAJASTHAN VIDYAPEETH, UDAIPUR

The Adult and Social Education Institute was established in 1948 under the auspices of the Rajasthan Vidyapeeth (Deemed University) Udaipur.

The aims of the Institute are:

- i) to educate illiterate adults and children to enable them to play their rightful role in the social, economic, cultural and moral life of the country;
- ii) to inculcate democratic ideals in the common man;
- iii) to foster scientific attitude among people;
- iv) to train adult educators and social workers.

The Institute covers Udaipur District with special emphasis on the following areas:

- Rural - -
- a) Tribal population
 - b) Rural population
 - c) Women
 - d) The down-trodden
 - e) non-school going children
 - f) the rural youth

- Urban - - a) Scheduled and Backward class population
b) Slum dwellers, and
c) non-school going children of under privileged section of the area.

Four departments are functioning under the Institute:

1. Lok Shikshan Pratisthan - a department of extension, adult and non-formal education, publication, audio-visual aids, reaserch and evaluation.
2. Mangalmurti Indira Gandhi Memorial Janta College - a training college for various village level functionaries.
3. Community Centres department - a department of extension education.
4. Janpad - a department of urban social education.

HS BHOLA WINS AWARD FOR EXCELLENCE IN JOURNALISM

HS Bhola, Professor of Education in Indiana University's School of Education and an international consultant on literacy problems, is the winner of a Distinguished Achievement Award for Excellence in Educational Journalism. The award is given by the Educational Press Association of America.

Bhola's entry was in the category of Learned Article by a Nonprofit National Publication. His article, "Destined for Literacy", was published in Educational Horizons, a publication of Pi Lambda Theta, national honorary and professional association in education.

Bhola is the author of a number of books and articles on literacy, including the UNESCO-sponsored "Campaigning for Literacy". The book is a description of successful campaigns for literacy in eight countries.

He is a life-member of the Indian Adult Education Association.

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The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education visualized as a continuous and life long process. It directs its efforts towards accelerating adult education a process, a programme and a movement.

The Association co-ordinates the activities of various agencies—Governmental and voluntary, national and international—engaged in similar pursuits. It organises conferences and seminars and undertakes surveys and research projects; it endeavours to up-date and sharpen the awareness of its members by bringing to them from all over the world expert views on and experiences in, adult education. In pursuit of the policy, the Association has instituted the Nehru Literacy Award and the Tagore Memorial Award for Women's Literacy for outstanding contribution to the promotion of adult education in the country. It has also instituted the Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of repute and eminence.

The Association has brought out many publications on themes relating to adult education, including the Hindi-editions of several UNESCO publications. It brings out the Indian Journal of Adult Education, Proudh Shiksha, Jago aur Jagao and IAEA Newsletter.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers' 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.

Indian Journal of **ADULT EDUCATION**

Vol. 49 No. 3

July-September 1988

Eradication of Adult Illiteracy in Zambia



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Universities and Adult Education Research



Learning Choices of Illiterate Adults



Barriers to Educational Development in Tribal Areas

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The Indian Journal of Adult Education, first published in 1939 is brought out now as a quarterly by the Indian Adult Education Association. The Journal has special interest in the theory and practice of non-formal education with special reference to the relationship between Adult Education and Development.

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

Contributions should be accompanied by either a stamped, self-addressed envelope or by International Reply Coupons. The average length of a manuscript should normally be between 1,500 and 2,000 words, in exceptional cases, articles of bigger length can be accepted. Mimeographed, Xeroxed 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 reference should come at the end and not on every page.

Contributions and other correspondence regarding 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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International Literacy Day (8 September 1988) had a special significance for us this year, because its observance all over the country reaffirmed our commitment to make the National Literacy Mission a dynamic mass movement. On this day in Delhi about ten thousand school children took a pledge at Rajghat to do their best in completely eradicating illiteracy from the country and promised that in honouring the pledge they will make as many people literate as possible. This was an inspiring event, and equally inspiring was the choral singing of the Hindi version of "We Shall Overcome" at the Indira Gandhi Indoor Stadium which was the venue for celebrating International Literacy Day.

On the New Year's Day of 1990, International Literacy Year begins, and ten years from then we enter into the 21st. Century. Dr. Federico Mayor, Director-General of Unesco, poses a few questions: "What will be the state of education as the new millennium dawns? Will illiteracy be on the point of being vanquished or will adult illiterates still be numbered in hundreds of millions? Can we really look forward to that date when an estimated 890 million of our fellow human beings do not even read or write? Will it be possible to talk of scientific literacy or of 'computer literacy' when basic literacy is still out of the reach of so many?" These questions, when seen in the Indian context, are very disturbing indeed.

National commitment and motivation of learners and teachers are two of the key issues for the success of the National Literacy Mission. National Commitment has a political dimension in the sense that it is manifested in the development policies and is based on the relationship between the governing and the governed. This relationship has to be based on open dialogue and mutually identifiable goals so that a favourable climate is generated for the success of the Mission. Motivation is a crucial issue; it is the central issue in literacy, and the "entire NLM has been designed to face this issue." As King put it: "Precisely because literacy work is not a routine part of education provision but tends to be the result of an individual or a national commitment, it becomes diffi-

cult to avoid the conclusion that literacy is not generally given due attention in the world except where countries, individuals or voluntary bodies take it up as a cause."

There are numerous and overlapping motives for participating in the adult education programme, but by and large, the motives can be grouped under three main categories: vocational, personal development and social relationship. Vocational motives have a strong influence on young people. Personal development influence almost everyone's motive for participation in the adult education programme. And social relationships account for a good deal of participation in adult education particularly in case of women, because one is able to meet others for a friendly chat after household work. Therefore, the programme should be designed to satisfy the needs of different categories of learners. As Coombs rightly says: "The same educational programme cannot fit them all; there must be a series of coordinated programmes, each with its own well-tailored objectives."

Dr. Sarah Gudschinsky, in her thought provoking book entitled 'A Manual of Literacy for Pre-literate Peoples', says that the beginning of motivation is the literature that is worth reading, that people want to read. Then she says: "And what about the people who do not want to learn? Should we try to teach them in spite of it? Probably not. Prepare the literature if you can, have the primers ready for the future, but relax about teaching the people until they begin to want it." People who have learnt to enjoy reading can be a potential source of motivation to others. And places where facilities can be provided for people to read and enjoy reading can be the other sources of motivation. Jana Sikshan Nilayams should be motivating agencies in NLM's overall motivational strategies.

Motivation and mobilisation are the two sides of the same coin. Mobilisation implies a sound and adequate infrastructure of men, materials and systems for literacy campaigns and follow-up. NLM shows the promise.

Eradication of Adult Illiteracy in Zambia— A Mass Approach

Since 1964 when Zambia became independent, the primary provider of adult literacy programmes have been the former Department of Community Development and now the Department of Social Development in the Ministry of Labour and Social Services (Nyirenda, 1986). With the assistance of the Zambia Association of Literacy Clubs, the Department

of Social Development has done a commendable job to fight adult illiteracy with its limited resources mainly allocated for community development work. In 1984 the Department of Social Development conceded that it could not eliminate or even greatly reduce adult illiteracy in Zambia working alone. It stated "In spite of these apparent successes, the Department of Social Development is not satisfied with the present scope of its literacy programme because the programme has only touched a small fraction of the population it is supposed to cover..." (p. 12)

The apparent successes referred to is the number of illiterate adults the Department made literate since 1966 which stood at 153,311 in 1984 (Department of Social Development, 1988). Indeed, this is a great success achieved by one department. But when this achievement of making 153,311 adults literate over a period of 19 years is contrasted with the national figure of about 2 million adults (people aged 15 years and above) who are still illiterate, the department's dissatisfaction with its great efforts can be understood. The achievement is but a drop in the ocean, because each successive year ushers in more and more illiterates without corresponding resources and efforts to combat adult illiteracy.

Two factors

Two main factors can be identified which contribute to the increasing numbers of adult illiterates in Zambia. First, the rapid population growth and secondly the inadequate school places in the formal education system. The total population in the 1980s is estimated around 6 million, at an average growth rate of 3.0 per cent. This population explosion contains in it child population explosion which has had implications for the expansion of the formal education system. In spite of the rising enrolments at the primary school level, the goal of universal enrolment at this level has not yet been achieved and it is far from being attained. Consequently both those who fail to enrol in grade one in the primary schools and

those who drop-out before grade seven later join the illiterate adult population (15 years and above).

Hence the need for a mass campaign to eradicate or greatly reduce adult illiteracy is more urgent and stronger than before. In 1984 the Department of Social Development supported the idea of a national literacy campaign as the only means of narrowing the ever widening gap between the illiterate majority and the literate few. It urged other organisations to be concerned with the gravity of the problem of adult illiteracy in the country and argued for a national campaign for universal adult literacy.

Bhola has defined the literacy campaign approach as "a means that seeks to make all adult men and women in a nation literate within a particular time frame" (1984, p. 35). A literacy campaign considered in this way seems to imply or suggest two things, namely, the participation in the campaign of all prospective learners or illiterate adults and the determination of a period within which to make all of these adults literate. Seeking to make all illiterate adults literate requires the participation of a large part of the population who must participate in the campaign as teachers/ instructors or must play other roles required by the campaign. However, people's participation in the campaign cannot be expected to be spontaneous or taken for granted nor seen as automatic. It will be necessary to mobilise them for their participation in the campaign. Let us examine the concept of social mobilisation and discuss how it can be applied in a national literacy campaign in Zambia.

Social Mobilisation

Social mobilisation can mean making ready or preparing for participation. People will participate in any activity if, among other things, they are aware of it, they are motivated to be involved and they possess the necessary knowledge, attitude and skills required for participation. For example, an individual will participate in a literacy campaign as a learner if he/she is aware of it and

is motivated. This is the essence of social mobilisation.

In the context of mobilising for the promotion of child health, UNICEF defined social mobilisation as "a process of modifying the behaviour of a large number of people to demand satisfaction of their needs through self-reliant organised efforts" (1985). This definition suggests that social mobilisation makes people aware of their needs and equips them to do something about these needs. Therefore, social mobilisation for literacy campaigns aims to :-

- (a) inform people about all aspects of the problem of illiteracy so that their awareness about it is raised. The information will arouse them to think about and ultimately to act on the messages;
- (b) motivate the learners to learn and the volunteers to teach in the campaign;
- (c) mobilise resources and make them serve the goals and objectives of the literacy campaign and;
- (d) reinforce existing values, behaviour and beliefs that support the goals and objectives of the literacy campaign.

UNICEF further suggested that the ultimate unit for social mobilisation is the family household and the community. This is where both the illiterate and literate live and frequently interact. Therefore, the other social institutions and organisations should be mobilised in order to ensure a full and effective participation of all individuals in the households and communities.

Analysis for Social Mobilisation

Social mobilisation for a social programme or intervention must be based on an in-depth and comprehensive understanding of the community's social organisations and communication resources. Hence the analysis for social mobilisation should

include three broad areas:-

1. **Studying social organisations, both governmental and non-Governmental within the community:** Identify the nature and extent of government presence as well as non-governmental organisation (NGO) services. Is there government presence in the form of school teachers, agricultural extension workers, social development workers and so forth? What NGO services exist in the community? What are their capacity and willingness to support the literacy campaign? Are there influential people (or potentially influential people) in the community such as traditional leaders: religious leaders? or political leaders? How can these people be involved in the literacy campaign? Commercial organisations such as local multinational corporations and business clubs should not be forgotten.

2. **Studying communication channels and media resources:** What communication channels exist in the community (radio, newspapers, music, dance, drama, story tellers etc?) Does the community have printing resources, graphic design facilities, recording studios, communication consultants and other needed media resources?

3. **Understanding of the socio-cultural profile of the community:** Is the community aware of illiteracy and its disadvantages? What are the people's present beliefs, attitudes and values on illiteracy?

The analysis of the communities will provide information to be used in the formulation of strategies for social mobilisation for the eradication of illiteracy. Strategy here refers to the way in which resources are organised to achieve the objectives or purposes of the literacy campaign. The next section suggests some of the strategies that could be used in the literacy campaign in Zambia or any country whose characteristics are similar to those of Zambia. It must be pointed out, however, that the actual strategies to be used in a literacy campaign in any country will very much depend on the knowledge gained from the analysis

for social mobilisation.

Some Strategies for Social Mobilisation

The strategies suggested here are based on the author's knowledge about communities in the Zambian society. However, these strategies could be modified when more refined information is provided by a social mobilisation analysis conducted in the country.

The following social mobilisation strategies are suggested for use in a literacy campaign in a country such as Zambia:

Political Support

Political support will be necessary for the success of the campaign. Two things can be done, namely, (a) studying political pronouncements by His Excellency the President of Zambia which justify a literate society. For example, what does the Zambian Humanism say about a literate society?

(b) the President can be requested to consecrate and launch the literacy campaign. Experiences in the world have shown that literacy campaigns supported directly and personally by a Head of State tend to succeed. Examples are literacy campaigns in the Union of Soviet Socialist Republics, in Cuba, in the Socialist Republic of Vietnam, and the United Republic of Tanzania (Bhola, 1984; Carron and Bordia, 1985).

Campaign Logo

Identify and prepare symbols and a logo which will be used to promote the literacy campaign. A logo can be chosen through a national competition. The positive latent effect of such a national competition on the campaign logo is that it will contribute to raising the awareness of people about the campaign.

Use of the Natinal Media

The mass media and other media can be used

fully not only to whip up literacy opinion but in the actual teaching as well. The following strategies can be used in Zambia:

1. **Open Radio Broadcasting** can be used to inform communities about the literacy campaign so that their awareness about it is raised; and to motivate them so that their participation is encouraged and ensured.

Open radio broadcasting emphasizes the production of messages which are targeted at people in their homes or wherever they are. Producers of radio programmes neither make an effort to organise the listening audience nor do they prepare and distribute supporting print materials to the audience. Messages that are disseminated are designed to inform and motivate and contain modest amounts of information. They are geared to behaviour change which can enable the community to begin thinking and ultimately to act in some desired way. This strategy could comprise of:-

- (i) Spot announcements which can be broadcast around or during peak broadcast times to promote the literacy campaign;
- (ii) Radio competitions for the best literacy song or play of the season;
- (iii) Programmes for dramatising the need for literacy for individuals as well as the nation;
- (iv) Discussion programmes on problems of illiteracy in the nation.

2. **Forum Radio Broadcasting**

Literacy forum radio broadcasting can be used to teach literacy and to reinforce the skills just learned in the campaign. The strategy involves the production of radio lessons on a consistent schedule, for example once a week, broadcast to an organized audience unlike in open radio broadcasting. The broadcasts are usually supported by printed materials. The target audience is orga-

nised into listening groups. The members of the group listen together and then discuss the broadcast lesson. After the discussion, the group may decide on follow-up action such as seeking clarification from the radio teacher on unclear parts of the lesson.

This strategy requires careful advance planning of the radio programmes and support print materials, among other steps to be taken.

3. Newspapers

Arrangements can be made with daily, weekly newspapers to provide pull-out sheets of alphabet charts, literacy lessons, motivational posters to attract both teachers and learners, and training materials for literacy teachers and monitors.

4. The Rural Press

National daily and weekly newspapers cannot be used extensively for social mobilisation for the literacy campaign due to several factors: First, these newspapers are mostly distributed to the urban areas. It is very difficult to distribute them to rural areas because of lack of reliable transport. Second, all the daily and weekly papers are printed in English thereby limiting access to them only to those who read English. Third, since there are still many people who cannot read and write, distribution of newspapers on a massive scale would be uneconomical and unreasonable, given that these papers are run as a business. Fourth, although the monthly provincial papers are printed in local languages, they are produced by urban journalists who write stories with an urban bias. Besides, the lack of funds has forced these papers to be published irregularly.

This suggests the need for a typical rural press as one of the strategies for social mobilisation for a literacy campaign. A rural press which involves the local community in its production is more effective than that which does not involve them. It is very useful for post-literacy activities.

5. Interpersonal and Group Communication

The strategy of interpersonal and group communication can be used through the following:-

- (i) The Party Communication Structure - for example, the Women's League is empowered to organise women. This organ of the Party can be used to organise mass meetings on literacy, film shows, exhibitions, group meetings and to conduct village to village motivational work. It can form a network of literacy committees to make literacy a part of the people's business.
- (ii) Drama, traditional community gatherings and storytelling can be used to spread messages on the campaign.
- (iii) The School child can be used in the promotion of literacy;
- (iv) Make an inventory of the media consultants and development extension workers and establish collaborative relationships with each of them;
- (v) Arrange with national producers and distributors of consumer goods and services, for example the Posts and Telecommunications Corporation, United Bus Company of Zambia, National Milling and Zambia Breweries to carry pro-literacy messages on stamps, soft drink bottles, beer bottles, tea bags, flour sacks, meal-mealie sacks, postcards and tickets.

There is need for a literacy campaign in Zambia. But for the national campaign to succeed, the participation of a large part of the Zambian population must be ensured. It has been observed that this participation cannot be taken for granted nor seen as automatic. People will have to be mobilised to participate in the campaign. There must be mass support for the literacy campaign

whereby literates will be motivated to teach illiterates and illiterates will be motivated and ready to learn how to read and write.

The paper has examined the concept of social mobilisation and how it can be applied in a literacy campaign in Zambia. Consequently, several social mobilisation strategies have been suggested based on the author's own knowledge about Zambia. However, the author warns that the actual strategies to be used in a literacy campaign in any country are determined by the information provided by the social mobilisation analysis. The suggested strategies, therefore, are just a starting point for discussion and an indication of what can be planned in a campaign for eradication of illiteracy in Zambia and other developing countries with similar conditions.

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Persuasion of Adult Learners: A Study

Realising the importance of literacy in socio-economic development of the individual and the nation, both governmental and non-governmental agencies have been implementing adult education programme in a big way so as to make illiterate masses literate. But unfortunately many people are not availing the facilities provided under adult education and even the learners are dropping out from the centres. These people are posing a great

threat to the success of the programme. Hence, efforts have to be made to persuade non-participants to participate, and dropouts to continue their participation, in the programme.

It is a fact that attitudes and beliefs affect human behaviour. If they hold unfavourable attitude towards a particular 'object', they are more likely to avoid reaching the object. Similar is the case with non-participants and dropouts. Studies have shown that non-participants and dropouts have beliefs like: Literacy is useless, it is too late to learn reading and writing skills, it is difficult to learn reading and writing at this age, school is for children also so on.

These misconceptions which adversely affect the participation of adult learners, have to be changed through persuasion so as to motivate learners to participate in the programme effectively.

The term persuasion is defined in different ways. According to the comprehensive Dictionary of Psychological and Psychoanalytical terms, persuasion is the process of obtaining another's adoption of a course of action or his assent to a proposition, by an appeal to both feeling and intellect. Bettinghaus (1973) has remarked that persuasion is a conscious attempt by one individual to change the attitudes, beliefs or behaviour of another individual or a group of individuals through the transmission of some message. Whereas in persuasion therapy, which is a form of psychotherapy advocated by Adler (Psychologist), 'the therapist attempts to induce the patient to modify faulty attitudes and behaviour patterns by appealing to his powers of reasoning, will and self-criticism'.

In a study conducted by Bandari, J.S. (1974) in Udaipur district of Rajasthan, the literacy teachers opined that personal contact with dropouts and persuasion by village leaders can encourage adults to rejoin literacy classes. The International Institute for Adult Literacy Methods (Tehran), in its book 'The problem of dropouts: Interpretative Bibliography' (1980), observed

".... External agents, community leaders and teachers, with the aid of mass media, are advised to discuss these (above) questions with the target group, so that the adult student can clearly understand what the programme is all about and how it will help them to lead fuller and better lives within the community". Sivadasan Pillai, K. (1986), in his UGC Project Report, observed: 'it is a notable fact that the prospective beneficiaries raise many questions regarding the benefit that they would get if they join the programme'. Hence, in view of the importance of persuasion, an attempt is made in this study to develop persuasive messages and measures for persuading adult learners to participate in the programme effectively.

Objectives of the Study

- To develop messages and measures for persuading non-participants to join adult education centres.
- To develop messages and measures for persuading dropouts to rejoin adult education centres.
- To evolve simple ways of teaching literacy so as to simplify the teaching-learning process, and to sustain interest of adult learners.

Methodology

A small questionnaire consisting of five items was developed to elicit responses from adult education instructors. All the items were open-ended and they were drafted in such a way so as to elicit as much information as possible from the respondents. The procedural formalities like reviewing relevant literature and consulting experts were followed. Questions were cast in the language of the respondents and ambiguous items were rephrased. Following were the items:

1. Mr. X is illiterate adult holding the belief that 'literacy is useless and one need not join an adult education centre'. If you have

- such a person in your area, how do you persuade him to join the adult education centre?
2. Mrs. X is a prospective learner holding the belief that 'it is too difficult to learn reading and writing at this age'. In case you come across such a person, how do you persuade her to join the centre?
 3. Mr. Y is a non-participant of adult education programme. His notion was that 'all these years passed without an instrument of literacy and now there is no need to become literate'. If you come across such a person, how do you persuade him to participate in the programme.
 4. Mrs. Y has dropped out from an adult education centre because she was shy. She felt that she was being ridiculed by relatives and friends. If you have such a dropout, how do you persuade her to continue her participation in the centre?
 5. To facilitate speedy and easy learning and to create enthusiasm among learners for their effective participation, simple ways of teaching literacy have to be evolved. As an instructor, what methods and techniques do you suggest for the above purpose?

Sample

Adult education instructors working in Tirupati Municipality and Chandragiri Block of Chittoor District, Andhra Pradesh, formed the universe for the study. Eighty instructors were randomly selected from the above population and the sample comprised of 40 men and 40 women. The educational level of an overwhelming majority of instructors (75) was S.S.C. and above.

Results and discussion

As mentioned elsewhere in the paper, attitudes and beliefs of individuals can be changed through the transmission of message. Hence, the instructors were asked to offer persuasive mes-

sages for changing unfavourable attitudes and misbeliefs of adult learners so as to motivate them to participate in the programme effectively. The responses of the respondents were analysed and explained under each item separately in the order of frequency.

Item No. 1 Literacy is useless and one need not join adult education centre.

Following messages or statements were mentioned by the instructors in support of literacy and to change the above belief.

- Illiterates cannot read name boards of buses. They have to seek the help of others in boarding the bus.
- Illiterates have to cut a sorry figure when their children ask assistance in reading and writing.
- Literates can write letters to their friends and relatives on their own.
- It is matter of shame to put thumb impression.
- Literacy helps in reading newspaper and to know what is going on in the world.
- Literacy helps in reading books, and pamphlets relating to occupation.
- Literates can read for themselves letters, notices, marriage invitations, cinema posters etc., instead of seeking the 'mercy' of others.
- Literacy helps in making calculations at the time of purchases and sales and it prevents from being cheated.
- Literates can maintain accounts of income and expenditure.
- Literates can read and sign loan application forms on their own.

- Literacy helps in increasing social awareness.
- Illiterate is like a blind person.
- Literates enjoy more respect and recognition in the society than illiterates.
- Literacy helps in reading literature on health and hygiene.
- Education enables one to talk to others boldly.
- Literacy facilitates economic development.
- Become a literate to read books during leisure time.
- Illiterates cannot check bus tickets, electricity bills, fair price shop bills etc.
- Illiterates have to submit photographs for opening accounts in banks.
- Education brings in sophistication in approaching other people.
- Education sharpens intelligence.
- Literates can note down important points for future reference so as to overcome the problem of forgetting.
- Like food, water and clothes, literacy is also necessary for every human being.

II. All these years passed without an instrument of literacy. Now there is now need for literacy.

Following points were offered in support of becoming a literate even as an adult.

- Life already spent is far less than life to be spent.

- To prevent from being exploited atleast in future.
- Future is more important than the past.
- For various problems you could not have school education during your childhood. Then, why to lose the opportunity that has come now.
- To lead an independent life atleast in future instead of depending on others for everything.
- Days are changed. In the present day society, one should have literacy skills.
- Instead of sitting idle during free time, it is better to do something good.
- It is matter of satisfaction to achieve something that was not achieved in the past.
- One should lead a happy and respectful life as long as he or she lives.
- To read religious books during old age and thereby to achieve salvation.
- All these days passed with some insults for not being a literate. Why to allow them to repeat in future?
- No money is required to be spent on attending the centre. Everything is provided free by the Government.

III. Feeling shy to attend the centre.

Following messages were offered by the respondents to help overcome the feelings of shyness.

- One need not feel shy to acquire literacy in view of its importance in day-to-day life.
- Only the people committing offences should feel shy.

- Learning to read and write is a good thing and not a crime.
- As the instructor is not an outsider, there is no need to feel shy.
- Shyness is a hindrance to progress.
- One should think of his development and not of what people talk behind.
- Many people in the village are illiterate and there is no need to feel shy.
- Participants in the centre are also illiterates like you.
- No body is born literate. One has to acquire literacy.
- When we bang children for not going to school, how can we ourselves stop from attending the centre.
- Shyness will disappear after a few days of attending the centre.
- Ridicule of others is a momentary thing, whereas acquisition of literacy is a permanent thing.

IV. It is difficult to learn reading and writing at this age.

Following were the confidence building messages mentioned by the respondents.

- Age has nothing to do with the acquisition of literacy.
- Any body with a desire to learn can acquire literacy.
- Any one with commitment and hardwork can learn reading and writing.
- Because of maturity and experience, adults learn more quickly than children.

- Anything can be achieved by practice.
- Valmiki became a great poet and had written Ramayana only during the later part of his life.
- Ekalavya practiced and attained mastery in archery only during his adulthood.
- Vemana became a great poet (Telugu) only during the later part of his life.

V. Simple ways of teaching literacy.

The respondents have suggested the following strategies for imparting literacy and to sustain the interest of learners in attending the centre.

(i) Alphabets may be taught through:

- Names of the articles being seen everyday.
- Words that are being used in everyday life
- Words relating to occupation
- Names of family members and friends
- Names of provision, vegetables and household appliances
- Names of agricultural implements
- Names of cine artists
- Names of Gods and Goddesses
- Rangoli/'Muggu'
- Colour pictures and flash cards

(ii) Reading and writing may be reinforced through:

- Value-oriented messages
- Proverbs

- Letters, marriage invitations, notices, etc.
- Stories and songs
- Religious books
- Health and occupational literature

(iii) Literacy Games:

- Pieces of cards containing alphabets may be given to learners with instructions to arrange letter-cards in a serial order. The same thing may be done in the case of numerals.
- Nameless picture cards and picture less word cards depicting household appliances, vegetables, animals and occupation-related implements may be developed. Learners may be asked to match the above cards.
- Divide learners into two or three groups. Equal number of flash cards containing alphabets may be given to the groups asking them to make as many words as possible. The group which has constructed more words may be declared to have won the game.
- Incomplete words and sentences may be written on the blackboard and the learners may be asked to complete words and sentences.
- One of the learners may be asked to write a letter on the blackboard and another learner may be asked to add one more letter to the first letter which could possibly lead to a word. This process may be continued upto three or four members. If any learner fails to add a letter, his predecessor should be in position to complete the word. Ex:- A - N - T
- Learners' addresses may be written on cards of postcard size and each learner may be asked to deliver the cards to the respective persons like a postman.

- Numbers may be marked at the seats of the learners. Each learner may be given a number card (tickets) and he may be asked to sit at the respective number marked, as in buses, trains, theatres etc.

Persuasion Measures

The respondents have suggested the following measures to persuade learners to participate in the programme effectively.

1. Prospective learners and dropouts may be persuaded to attend the centres regularly through influential persons, government officials, school teachers, members of the youth clubs and mahila mandals, political leaders, head of the family, members of the family and friends of the learners.
2. Public meetings may be organised in villages, slum areas to explain the benefits of literacy and problems of illiteracy.
3. Door-to-door campaigns may be undertaken to explain the aims and objectives of the programme.
4. Informal group meetings of prospective learners may be organised to explain the advantages of becoming a literate and disadvantages of remaining an illiterate.
5. Instructors may contact dropouts and absentees individually and friendly relations may be established with them.
6. Attendance enforcement committees may be constituted with influential persons as members.
7. A committee consisting of adult learners may be formed and its services may be utilised to persuade dropouts and absentees.
8. Posters depicting the values of education may be displayed in strategic places.

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Each One Teach One—The Baroda Experiment

Need for Literacy Programmes

Spread of literacy has been an important programme since independence. Literacy is not an end in itself, it is a fundamental human right, and a means to development. It is also an essential instrument for social change. Point number 16 of the new 20-point programme relates to the spread of universal elementary education for the age group of 6 to 14 with special emphasis on girls and simultaneous involvement of students, teachers, social workers and voluntary agencies in the programme for eradication of illiteracy.

Even though the literacy rate has increased during 1951 to 1981, the number of illiterates also has increased consequently because of population growth. What is more alarming is the

World Bank Report that under the existing rate of progress, India will consist of 54.5 percent of the global illiteracy in the age group of 15 to 19 by the time we enter the twenty-first century.

Description of Each - One - Teach - One' Scheme

The scheme "Each One Teach One" has been launched by the University of Baroda on 2nd October 1986. The specific objectives of the scheme are as follows:

- To secure effective participation of students in the project of eradication of illiteracy.
- To enrich higher education by integrating field experiences.
- To sensitize students to social realities.

'Each One Teach One' runs parallel to the college programme of students. It covers altogether 7 months, starting from August to February. The instructor has to take up classes for 2 hours a day at least on 4 days a week, making the total of 225 hours. Apart from the students, those who are interested in doing social work are also involved in 'Each One Teach One' project. These social workers could be village leaders, housewives, teachers and unemployed youth. The scheme specially proves its usefulness taking into consideration the various limitations of girl students. Its aim is to provide greater flexibility to students to undertake adult education work according to their convenience and that of the adult learners. In spite of this flexibility, the instructors would be facing some of the problems like inability to identify adult learners, lack of instivation among the adult learners, irregularity of learners, language problem and travelling a long distance to teach. This assumption is based upon the findings of the previous studies.

Sharma (1971), Shah (1978), Sinha (1979), Kaur (1981), Natrajan (1981), Sharma and Sharma (1981), Thakur (1986) have reported the problems

faced by the instructors of the various literacy programmes as follows:

- Non-availability of suitable places and facilities such as proper seating arrangement, lighting and ventilation
- Irregularity of learners
- Non-cooperation of villagers / learners
- Paucity of teaching aids
- Unsuitability and inadequacy of reading material
- Lack of motivation among learners specially women
- Difficulty in evaluation due to poor attendance

Most of the instructors under this scheme are students. If they are to render best of their voluntary services, there is a need to identify their problems and search for their solutions. An investigation was undertaken to identify the problems faced by the "Each One Teach One" scheme instructors with reference to their age, sex, level of urbanization, educational level and occupation in the Baroda district of Gujarat state where this scheme is being implemented by the Department of Adult and Continuing Education, M.S. University of Baroda. As per 1981 census, the total percent of literacy rate in Gujarat state has been 43.70; 54.44 among men, 32.30 among women, 39.79 among scheduled castes and 21.14 among scheduled tribes. To achieve cent percent literacy, there is a need to involve more people in this programme.

Methodology

Two talukas in the Baroda district, namely Baroda and Padra, had 213 instructors volunteering for this scheme. The total sample consisted of 132 available instructors for this study.

A structured check list consisting of two sections was used to collect data from the instructors. The first section was regarding information about variables and the other section had 15 problems.

Percentages were calculated from the background information and the frequencies of the problems. After categorising the respondents as having more and a few problems on the basis of their mean scores, chi-squares were calculated to find the significant problems reported by the respondents according to the variables.

Findings

Background information

The background information regarding the 132 instructors who formed the respondents for the present study is given below:

Table - 1

SEX	N = 132
Sex	Respondents %
Male	54
Female	46
AGE	
Age groups in years	Respondents %
14 - 18	14
19 - 21	58
22 - 29	16
30 - 45	12
EDUCATIONAL LEVEL	
Educational level	Respondents %

5th - 7th Std.	21
8th - 12th Std	28
College level	51

OCCUPATION

Occupation	Respondents %
Students	65
Housewives	18
Community workers	17

LEVEL OF URBANIZATION

Level of Urbanization	Respondents %
Village	48
Town	32
City	20

Problems of the Instructors

It is seen from Table - 2 that two thirds of the respondents faced the problems regarding motivation. Among the motivation problems, learners demanding incentives was reported by the highest percentage of respondents (89%). Little more than fifty per cent of respondents faced the problems like irregularity of learners and mutual timings being not convenient. Only one third of the respondents faced the problems regarding spending extra for transportation and not getting respect from the learners.

Types of Problems in relation to variables

Sex: Considerably higher percentage of males than females reported two problems, namely not getting respect from the learners and parents not willing for them to teach. The language problem was repor-

ted by majority of the females but by less than fifty per cent of the males.

Age: Among the younger age groups, considerably higher percentage of the 14-18 age group respondents reported the problems regarding not getting respect from learners and parents not willing for them to teach and a considerably higher percentage of the 19-21 age group respondents expressed the problem of course duration being too long. Among the older age groups, a higher percentage of the 22-29 age group respondents mentioned the problem regarding lack of cooperation from the learner's family members and a considerably higher percentage of the 30 - 45 age group respondents expressed the problem of having to spend extra money for transportation. Much lower than one fifth of the respondents from the 14 - 18 age group faced the language problem.

Educational Level: Almost all the college level students reported the problem of inconvenience in finding free time. The least percentage of school level respondents expressed the problems of difficulty in teaching during examinations and mutual timings being inconvenient when compared with respondents with other levels of education.

TABLE 2 : PROBLEMS FACED BY THE RESPONDENTS IN GENERAL

Sl. No.	PROBLEMS	N = 132 %
1.	Learners demanding incentives	89
2.	Learners are not motivated to learn	83
3.	Learners are not interested in literacy programme but in economic activity programmes.	75
4.	Mutual timings are not convenient	73
5.	Learners are irregular	65
6.	Learners feel too old to learn	57
7.	Language problem	52
8.	Long duration of the course	42
9.	Unable to concentrate on my studies	40
10.	Difficult to teach during examinations	39

11. Lack of co-operation from learner's family members.	36
12. Long distance to travel to teach	36
13. Extra money for transportation	34
14. Not getting respect from learners	34
15. Parents are not willing for me to teach	22

Occupation: Less than one tenth of the housewives expressed the problem of difficulty in teaching during examinations when compared with students and community workers. All the housewives reported the problem of learners demanding incentives.

Level of Urbanization

Very small percentage, that is 16 per cent of the village respondents had expressed the problem of difficulty in teaching during examinations when compared with town (44%) and city (85%) respondents.

Number of Problems in relation to the Variables

There was no significant difference between the number of problems faced by the respondents in relation to sex (see Table - 3.)

There were significant differences in the number of problems faced by the respondents in relation to the level of urbanization, occupation, educational level and age of the respondents.

More problems were reported by the high percentage of respondents who were

- belonging to town and city
- students with college level education
- falling in the age group of 19 - 21 years.

Few problems were reported by the high percentage of respondents who were:

- belonging to village
- school level educated
- community workers and housewives
- falling in the age groups of 14 - 18, 22 - 29 and 30 - 45 years.

Table - 3

Values showing the association between the selected variables and the number of problems reported by the instructors

Variable	df	Calculated X 2	Level of Significance
Sex	1	2.439	Not Significant
Age	3	25.19	0.01
Educational level	2	30.35	0.01
Occupation	2	11.60	0.01
Urbanization level	2	36.13	0.01

Discussion

Since basically this scheme is planned for the students, more students, were involved. However, other people such as housewives and persons belonging to other occupations can be involved in this scheme to raise the literacy level of the country.

Motivational problems were reported by two thirds of the respondents. This must be because the learners might not have realised the true value of literacy. It can be created among the learners by explaining the advantages of becoming literate and making them aware of functional utilization of literacy in later life. Personal satisfaction and enjoyment derived out of being able to read can also be stressed.

On the whole, more female than the male respondents had reported most of the problems. The women must be having domestic responsibilities besides this voluntary teaching. In India, the

families totally depend on women and because of that women may not be relieved from the household work. It can be solved by making either the family members more independent to let the women actively engage in these type of schemes or more men should be involved in this scheme.

Most of the 19 - 21 age group respondents were students with college level education and belonged to towns and cities. Most of the college students had reported the problems regarding mutual timings being inconvenient and course duration being too long. The 'Each One Teach One' scheme runs parallel to the academic programme of students. So their free timings may not be coinciding with the learners' timings. Parents can be explained the value of removing illiteracy from India so that they may allow their children to join in this scheme. Very few school level educated respondents expressed the problems regarding difficulty in teaching during examinations and mutual timing being inconvenient when compared with college level educated respondents. At higher levels, education is taken up very seriously by the students and their families than at lower levels.

A study was done by Shah, Joshi and Pande (1987) by making this scheme as part of the final year Home Science Students practical work which was to be graded and the students were relieved from the assignment work. Even then the same problems had persisted. So this system did not work out. To overcome this problem, students can be involved during their vacation and people of other age groups should also be involved in this scheme.

The older age group respondents had expressed the problem of having to spend extra money for transportation. To overcome this problem, the learners should be selected from near by places. If it is not possible, the scheme should not be implemented in that particular area, otherwise transportation money should be provided, if the learners are selected from far off places.

On the whole, fewer respondents belonging to villages rather than the cities and towns had

reported problems. The illiteracy rate is higher in rural areas. More and more people should be involved to remove illiteracy in rural areas. Employment opportunities and other basic facilities are lacking in rural areas. Due to this reason, many educated persons are migrating to urban areas. These basic amenities should be provided in rural areas, so that besides many educated people remaining in rural areas, some urban folks also may want to go and live in rural areas and render voluntary service to remove illiteracy from rural India.

CONCLUSION

Most of the poor people are illiterate and fatalistic in nature. They are having a lot of apathy towards any kind of educational programme. What they need, on a priority basis, is economic development programmes. So income generating activities should be implemented simultaneously with the literacy programmes. This may help to raise the literacy rate. If the "Each One Teach One" scheme is to meet with better success than the other literacy schemes, the major problems and hurdles identified through this investigation must be solved. Till then the proposals like "all the students from S.S.C. to M.A. should be expected to teach at least 20 to 30 illiterates before allowing them to appear for their examinations" will remain on paper only.

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Socio-Drama—A Teaching Method

Introduction

Basically adult education is a programme for change, and the change can only be beneficial when the right kind of challenge arouses the right kind of feeling or emotion in learners to initiate the right kind of action. Adult education instructors usually teach in an authoritarian way. They simply provide the stipulated knowledge and the students receive it. Thus learners are taught to follow, not to explore; to memorise, not to think. Usually instructors teach in this way because they themselves grew up in an authoritarian school system.

There are other methods - the methods that build the learners' confidence in their capacity to observe, criticize, analyze and figure things out for themselves. Through these methods they can be encouraged to consider the whole social context of their needs and to look for imaginative and courageous ways of facing them.

A good way to do this is through role playing, socio-drama and puppet shows. They are excellent learning processes for both actors and watchers based on participation and discovery. Socio-dramas are used to explore people's attitudes, feelings and behaviour. They often focus social or political concerns, their main purpose is to increase people's awareness and to explore possibilities for action and change. Several learners or the whole group act out a problem or situation. Usually it can be done with or without little practice before hand. The story's details are developed by the group as they act it out.

Socio-drama is an excellent teaching method for bringing out problems to life in which the adult education instructor should be a leader to bring about the change, while helping learners to find ways to solve their crucial problems. Therefore it is necessary that he should learn the techniques of sociodrama. Research studies and experiences all over the world have shown that adults participate in literacy programmes if the environment in which they are expected to learn is lively, cheerful and relaxing,. Recreational relief, cultural activity and entertainment motivate the learners. Socio-drama is a good teaching method with an element of entertainment. Songs with messages can also be introduced through them.

The State Resource Centre, Jamia Millia Islamia, organised a three-day classroom drama workshop for adult education instructors with the following objectives:

1. To help instructors develop skills in planning, problem solving, organizing and communicating.

2. To teach them the techniques and skills of developing and staging dramas.
3. To test whether socio drama can be effectively used by instructors for classroom purposes.

Methodology

A socio-drama workshop was organized in collaboration with the Bharatiya Adamjati Sevak Sangh a voluntary organization working in the field of adult education. Forty-four instructors took part in the workshop. AE instructors themselves identified the problems and needs of the target group. They developed the story to present the most urgent problem in a convincing way. On the fourth day, they staged the drama in front of an invited audience.

A planned and organized approach is essential for the development of socio drama. The steps followed were:

i) Orientation of participants in communication skills

Participants were introduced to different forms of communication with special emphasis on socio drama.

ii) Identification of target group

The target group, as identified by the AE instructors, was found to be females between the age group 15-45 years. All of them were illiterates or semi-literate housewives, the husbands of most of whom are truck drivers or factory workers.

iii) Identification of problems for drama

Identification of problems and constraints in the life of the learners and an examination of social, economic and cultural factors of the target group was essential because we wanted the drama to be based and linked with the learners problems so as to help them to improve their quality of life.

We presumed that the instructors were already working with the learners so they were aware of the learners situations and living conditions. Every instructor was provided with ten slips of paper to write the ten most crucial problems of the learners. Those problems were put in order and divided into the following five categories:

1. Educational
2. Socio-cultural
3. Community
4. Health and Family welfare
5. Economic

These general problems were again broken down into sub-problems. Every problem was discussed with the participants and the priority of each need was identified by converting the data into percentage.

Priority List

Date - 29.02.88

Place- Mangolpuri Khurd, New Delhi (A village near a resettlement colony)

- Target group -
1. Age group -females between 15-45 years
 2. Level of literacy - illiterate or semi-literate
 3. Profession House wives (husbands of most of whom are truck drivers or factory workers)

General Problems	Sub Problems	Percentage
------------------	--------------	------------

- | | | |
|-------------------|--|------|
| 1. Educational | Education of children, problems in attending literacy centre, problems of learning | 38.7 |
| 2. Socio cultural | Drinking, Dowry, Wife beating, relation with in-laws, harmful customs and beliefs etc. | 31.8 |

3. Community	Water, ration, electricity, environmental pollution etc.	9.2
4. Health and family welfare	General health, family planning, personal hygiene, population education, nutrition etc.	13.4
5. Economic	Unemployment, low wages	6.9

Although "educational" problems showed the highest percentage, "drinking of alcohol" was adopted as the theme of drama, because the participants, through discussion, came to the conclusion that this problem was the most crucial and urgent. It was also one of the most difficult problems for wives, mothers and other concerned persons to tackle.

iv) Solution to the problem

After identifying the problem, the participants were encouraged to consider the social context of their learners and to find out the most imaginative and courageous solution to the problem. For this purpose the group was divided into four sub-groups. Each group had discussions in a democratic manner. The discussions were lively and the groups were enthusiastic. While discussing, the participants became more sure of themselves and their capacity for effective action.

After a thorough discussion, every sub-group presented its report and each report was again discussed in the whole group. Finally, the participants came to the conclusion that this problem could be solved within the community. They observed that the major sufferers from this problem were women and children. So women must find out the solution. Women of the community must join together to put a stop to drinking. They decided to stage a play, to show everyone what a group of women could do.

v) Planning and story of the drama

The story of the drama was developed from the actual ideas and experiences of the participants. The group invented the story and figured out how to present the problem in a convincing way. While preparing the story the following were taken into account:

1. Care was taken not to preach because entertainment is more powerful than preaching. Few people enjoy being told what they should not do especially when they come to have a good time.
2. The story should be entertaining with an element of education.
3. The story should be linked with literacy.
4. Song and music make drama more entertaining. So it was decided to open the drama with a song and use two more such songs with messages which people may pick up and continue to sing, were added. There should be no formal dialogue. The actors were encouraged to speak their own words rather than simply parroting the lines.
5. The play should be made lighter at moments by giving funny names to the characters and cracking funny jokes by the drunkards. These provide 'comic relief'.

After developing the structure of the story, the group was again divided into four sub-groups, and each sub-group was assigned the task of writing a scene of the story. Within an hour, all the groups finished their job. The various bits and pieces were joined together, gaps were filled by the experts and within half an hour the story was ready to be acted.

vi) Staging of the play

The characters were selected and rehearsal started. Speaking in public was not easy for the

instructors. At first they felt embarrassed to go in front of the group and were doubtful about being able to memorise the dialogues. But slowly they gained confidence, because most of them were actors and the audience at the same time.

It was amazing to see how fast their self confidence grew and the next day they enthusiastically presented a 25-minute drama for visiting instructors and invited guests, speaking loud and clear in their own words. Their increase in confidence made the effort more than its worth.

While staging the play the following things were taken into account to make it more effective:

1. Popular theatre can be performed almost anywhere, but it is better to use a platform or stage so that the audience can see better. A wooden platform was used.
2. Actors spoke loudly and clearly so that even the people farthest away heard them clearly.
3. Gasoline lights were used to make the stage look brighter.
4. A few simple props and costumes were used on the stage to add a natural touch to the play. Few things like doors and walls were left to imagination.
5. An attempt was made to maintain balance between serious or sad and light or humorous scenes. Attempt was also made to hold the people's attention by introducing lots of movement, action and surprises.
6. The audience become more interested and involved if they have a chance to take part in the play along with the actors. So in the first scene when the first character 'Tharrey Lal' came on the stage, he invited the audience to join him in drinking and at the end of the play, the singers encircle the audience and sing the concluding song.

DISCUSSION FOLLOWING THE DRAMA

Generally, socio-drama staging is followed by discussion to help the audience relate personally what they have seen. A follow-up discussion helps to turn playful acting on the stage into positive action in the community. But in the present case a follow-up discussion was not possible because the drama was staged before the instructors and invited guests.

In the near future it will be played before the learners too. Then the leader of the group is supposed to start a discussion keeping the story in the background as much as possible. She should help the learners to realize that the idea raised in the class room drama need not end in the centre, but can be carried out into the communities where they live and work.

However, the method of organizing and possibility of using it effectively in an AE centre were discussed. The consensus was that it could be effectively used in an AE centre. It was also found to be a powerful media to carry messages beyond the AE centres to the community.

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Universities and Adult Education Research

Adult Education Programme has occupied an important place in the Seventh Five Year Plan (1985-90), and has been considered as an instrument to eradicate adult illiteracy by training adults in acquiring literacy and functional skills relevant to their respective economic activities and providing citizenship education. It is to be integrated effectively with various developmental programmes and supported by different organisations, voluntary agencies and institutions. Various programmes such as community meetings and wide publicity through films, posters, radio and TV will be organised to motivate adult learners.

National Policy on Education

The "New National Programme of Adult Education" as originally envisaged in the National Policy on Education (1986) has been launched as the National Literacy Mission, with a view to impart functional literacy to 80 million illiterate persons in 15-35 age-group - 30 million by 1990 and additional 50 million by 1995. One of the important features of the implementation strategy will be continuation and application of pedagogical research in different areas of adult education, so that the drawbacks and failures along with the various constraints can be detected and

corrected. The Centres for Adult and Continuing Education in the universities have a major role to play in the area.

Need for Adult Education Research

Research in the field of adult education should be in the areas of policy planning, management, finance, training of functionaries, curriculum construction and development of methods, evaluation, and psychology of illiterate adults concerning adult, continuing and extension education within the existing socio-economic and political framework. Research provides not only direction to the execution of various policies and programmes of adult education, but also suggests various corrective actions. Research can be either applied or action-oriented; and one of the important issues before the adult educators is to integrate adult education with developmental work. In this regard two points need to be considered: (i) what should be the priority areas in adult education research, and (ii) how can research in adult education be organized and funded. The former is as important as the latter. Priorities may be fixed at the national level with due consideration to regional variations, and at times may go down to the level of individual institutions or higher learning/universities depending upon the type and nature of the research work to be carried out.

Role of Universities

The universities in India have a major role to play in the task of conducting research activities so as to improve the policies, planning and systems of adult education programmes. The University Centres for Adult and Continuing Education are the pioneers to be engaged in more and more participatory researches that lead to "action" and better decision-making in adult education.

Moreover, they can act as liaison between U.G.C. and the adult education functionaries functioning at the grass-root level by not only giving them guidelines and directions but also by

communicating research findings to them. It is suggested that every university can establish an Inter-disciplinary Literacy Research Council which may be supported by the academicians from various academic disciplines in addition to the representatives from the field, and various funding agencies. Besides this, the university is to undertake development-oriented research activities which are to be aimed at developing research capacity as an integrated part of social development; and the concept of "skill-development-for-self-reliance" is to be considered as one of the major objectives of development-oriented research in adult education. It is the university that can tie adult education to action programmes through well-designed and effectively conducted research programmes. Universities can undertake researches to find out how adult education can be integrated with productive activities.

At present, very little systematic and sustained effort has been made to study the various aspects and problems of adult education in our country. There is an urgent need to undertake more experimental, evaluative, correlational and follow-up studies, including case studies and surveys, to probe deep into the field of adult education. All the research activities can be grouped under three heads: fundamental, applied and action. The universities can undertake more fundamental and applied research. The various issues concerning adult education research can be categorized into such areas as definitional issues, policy issues, communication issues, and the like. Some of the important research areas listed below can be undertaken by any university (especially by the Centres for Adult and Continuing Education) while giving due considerations to regional disparities.

(a) **Policy Planning** :- This would include development and devising of suitable methods of planning, management, administration, supervision and financing of adult education machinery.

(b) **Economics of Adult Education** :- Here various dimensions like adult education as consumption or

investment (i.e., related to economic productivity, community development, and socio-political awareness), adult education and productivity and cost-benefit/cost-effectiveness of adult education programmes, etc. are to be investigated into.

(c) Factors Related to Adult Literacy and Learning

This aspect takes into account various socio-economic factors (caste, family structure, first generation learning, family size, economic position/earning, occupation, religion, residential accommodation, etc. Psychological factors (cognitive abilities, reading interest, achievement motivation, attitude towards the programme, adjustment, level of aspiration, self-esteem, personality, etc.), and institutional and environmental factors (instructors, their sex and training, teaching experience and their attitude towards and interest in adult education programme, curriculum and content, community participation, etc.) related to adult literacy and adult learning.

(d) Indicators for Determining the Effectiveness of Adult Education Programme :- Various indicators are to be determined that suggest effectiveness of adult education programmes concerning: literacy skills (reading, writing, computing), knowledge in functional areas (vocational, scientific, health, economic, civic, etc.) and degree of participation (in economic, social and political institutions), curricula/activities/outcomes.

(e) Development of Appropriate Materials and Methodology

Investigation under this area covers training of different levels of functionaries, training strategies, duties and functions, impact of various factors on the effectiveness of training programmes and development of materials and training methods for illiterate and neo-literate adults (in social awareness, literacy, numeracy, teacher behaviour, teaching skill, instructional procedures, and development of on-the-job skills among adults).

(f) **Evaluation** :- As an important aspect of any programme, this area in adult education requires evaluation of various programmes, functions of adult education centres, existing infrastructures, teaching-learning materials, learning outcomes, development of appropriate tools, and criteria for judging material for readability, interest and gradation.

University, Colleges and Teaching Departments

The universities function as mediators between colleges (and so the AECs) and the UGC, and in the similar fashion the colleges perform the task of mediation between the university and the adult education functionaries at grass-root level. The colleges have the main responsibility of undertaking action research in adult education. This visualizes on the spot solution of immediate problems concerning : how many people attend functional literacy classes, where do they come from, what is the attendance pattern of individuals, how often do they come, who drops out, sex and age ratio in drop-out, reasons for drop-out, and the potential attendance for the programme. Besides this, they can locate through observation, interview, and different other schedules and questionnaires, the problems relating to timing of adult education programme, suitability of reading materials, motivational factors in adult education, visual aids, and so on. Besides the Department of Adult and Continuing Education, the allied and related departments (like Social Work, Sociology, Labour Welfare, Psychology, Economics, Home Science, Management, Biological Sciences, Medicine, Anthropology, etc.) may be invited to contribute directly or indirectly to formulation and execution of research proposals. The allied disciplines can provide a "forum-umbrella" under which all can assemble together for exchange of ideas and suggestions to solve the immediate and long-range problems.

Conducting research in the areas of adult education is difficult and rigorous and demands high research expertise. The UGC may provide up-

to-date guidelines and act as an "inspection-coordination-financing" body to augment more qualitative researches, and may keep apart a portion of the budget sanctioned to the University Centres for Adult and Continuing Education for research, or may undertake selective allocation to a few interested, devoted and competent universities.

To conclude, it is reiterated that the universities have to give priority to those areas in adult education that are of wide national importance. Funds/resources should be provided by UGC, ICSSR, ICHR, ICMR, WHO, UNESCO, UNICEF and other voluntary and international funding agencies so that inter-disciplinary research projects can be undertaken in the field of adult education.

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Learning Choices of Illiterate Adults in Border Districts of Punjab

Even in the last forty years of 'planned' development in India, the literacy rate has increased only by 1 per cent a year and at present it

has just reached nearly 40 per cent. More than two-third of the adult population is still illiterate. The situation is compounded by the fact that illiteracy is increasing due to the population growth in absolute terms. At the same time, most of the adult illiterates belong to such sections of society which live below the poverty line, pre-occupied with earning their livelihood. Hence, neither they have the time nor the motivation to learn three Rs. Would all these people ever become literate ?

In 1978, the Central and State Governments launched a country-wide programme with great efforts for the eradication of illiteracy with a time-bound programme of fifteen years. However, progress so far has not been very encouraging. To achieve the goal of eradicating illiteracy increased emphasis was laid on the adult education programme. The broad objectives of the programme was to : (1) eradicate illiteracy among all age groups, particularly in the age group 15-35 years; (2) promote functional skill, and (3) raise the level of social awareness with emphasis on the weaker sections of society.

Since the organisation of 300 adult education centres under the National Adult Education Programme in Punjab, there have been some feed-back studies regarding their functioning and efficiency. A survey has revealed certain problems such as: (1) the establishment of the centres in some of the rural areas has been 'on paper only'; (ii) most of the teachers have been found to be incompetent, holding only matriculation certificates; (iii) the curriculum has not been formulated to meet the actual needs of the target population who consequently regard such education as irrelevant and wastage of time; (iv) the location of centres does not make them accessible to all those wishing to avail of the facility.

Felt Needs

Adult education needs to address itself to

the felt needs of the target population which derive from their activities. Therefore, it would be necessary to consider the type of socio-economic and other activities the people are involved in. The apparent economic activities are predominantly agricultural. There are small and big land holdings and due to non-availability of inputs and infrastructural facilities, agricultural production has been geared primarily towards food crops like wheat, paddy, maize and sugarcane. Most of the industrial activities in rural Punjab are agrobased and are also on a small scale. Very little commercialized household industry exists at present. However, there is a great potential for developing the sector, as the traditional skills of weaving 'durries', basket weaving and making handy agricultural instruments, etc. are still being practised by the women to meet their domestic needs.

Alongwith the legitimate economic activities there is a parallel economy operating in rural areas on the basis of illegal activities like smuggling (specially in border areas, but since blue star operation 1984 perhaps it is not practised), and illicit distillation, which in the long run will have a debilitating effect on the people and weaken their moral and physical fibre. The population involved in the illicit activities is a regular factor in the continuing traction of illiteracy.

The investigator visited more than twenty villages at random within the three border districts of Punjab, i.e. Amritsar, Gurdaspur, and Ferozepur. The villages were Haibetpindi, Taragarh, Darsopur, Bhulle, Shekhupura, Shekhkabir, Naranwali, Chhabbal, Jatu-wala, Malowsia, Talabpur, Pakhowal, Mannam, Thathrake, Khera Sultana, Lalpura, Basant Kot, Kabe, Canal colony, Madhaut, Saranput and Rania. The investigator also visited many adult education centres in these villages, run by the State Government and private organizations, and also met the common people of the villages.

The interview technique was followed to find out the needs, problems, learning choices, reasons for joining or not joining the adult education

centres as well as for dropping out during the course of instruction, and their views towards the adult education programme.

Findings

The main findings are as follows: The study reveals that there is a growing consciousness of being literate in the rural areas of these districts, but there is also found some reluctance to attend the classes because classes mostly start after the sun sets and the people are afraid due to the border/Punjab disturbances. Women are more interested in adult education than men. Two fifth of the illiterate rural adults belong to scheduled castes and backward classes and are willing to attend the adult education classes so that they get any employment or financial benefits. Most of the people are not aware of the need for education but are aware of adult education centres. Nearly 50 percent illiterate rural adults express their desire to devote a minimum of two hours daily for education, if they learn any practical work. About 70 percent of the illiterate rural adults are labourers and are more willing to learn with a hope to get better employment opportunities. The adults above 40 years of age are more illiterate and out of them 50 percent are not interested in education, and below 40 years of age are less illiterate and are mostly willing to learn with interest. Adults with a low socio-economic status are relatively more motivated for education than those belonging to a higher socio-economic status.

The most popular learning choices among illiterate men are agriculture, basket making, rope making, sericulture, cattle rearing, dairy farming, distillation of beverages etc. and among the women, the most popular learning choices are knitting, sewing, embroidery, dairy farming, agriculture, basket making, rope weaving etc. Women are motivated for letter writing and news paper reading so as to know about the daily happenings. Some of the adults are too much busy in the family routine and vocation and are hardly interested in attending adult education classes. The unwholesome environment, i.e. poverty and disharmony in community effects the mental health of the illiterate adults and they are in no position to join the

adult education classes. People belonging to low castes, (scheduled castes, scheduled tribes and backward classes) working under the higher caste people, are more interested in education so as to be aware of their employment conditions and wages.

Some cultural diversities are also noticeable. The people who live in the rural areas belong to various castes, groups and communities like the Rajputs, Rai sikhs, Harijans, Jats, Ad-dhaime, Bangali, Borar, Burer, or Berar, Batwal, Bauria Bazigar, Balneeka, Chura or Bhangi, Banjara, Chamr, Jetia-Chamar, Rehgarr and Raiger, Julaha and Brahmins etc. The observed trend is to restrict social interaction within the caste groups. That is why all groups do not attend the adult education classes together and it indicates the low level of awareness among the lower caste groups and particularly among the women and Brahmins. Information from the field reveals that most of the teachers are incompetent and the teaching equipment, even the black-board, night lamps, sitting matts/carpets, chalks are not available. In many places, the adult education classes organised in the Panchayat Ghar, or someone's house or in open places, do not provide the right atmosphere for teaching/learning process specially for adult women. Among the learners, the value of formal education is appreciated more by men who hope to utilize it in seeking employment. However, it is to a large extent irrelevant to the women learners who are of the opinion that practical training in handicrafts or other cottage industry techniques would be more useful besides, gain in literacy. There is a need for other programmes such as health and hygiene, population education, community development, environmental education, social reforms, communal harmony and national integration; moral and ethical knowledge etc. Parents often do not want to send their children to schools because they want them to follow the vocation of their forefathers. Those engaged in manual work like masons, sweepers, carpenters and gardeners try to send their children to the best possible schools with the hope that they can learn something better and interact with people in the best possible manner.

Suggestions

The findings presented above make it clear that unless we employ some radical methods of eradicating illiteracy among the masses, our population will grow more and more illiterate in spite of all our efforts to provide free compulsory primary education. The justification for a planned and integrated programme of adult education is social, economic, cultural and political. In a predominantly agricultural state like Punjab, literacy is important for dissemination of new techniques— and methods of agriculture. For the removal of illiteracy and for the development of adult education, the following are the suggestions: (1) an illiterate individual should be made to realise that education is a 'must' to achieve social prestige; (2) individual competition, prizes, monetary rewards, uniforms and books may be employed as incentives; (3) periodic arrangement for entertainment is an important factor for motivation; (4) the teacher in charge of this task should be competent and sufficiently trained; (5) even the contents of education should be limited and related to the social and professional life of the adults; (6) follow-up programmes should be accelerated; (7) the actual programme should be formulated on the basis of felt needs of the target population; (8) the major learning choices should be agriculture, seed processing and preservation, gardening, cattle rearing, dairy farming, sewing, embroidery, wood-work, rope weaving, basket making, leather work, sericulture, food preservation, knowledge of three R's, knowledge of healthy habits including sense of cleanliness, painting, teaching of Punjabi and elementary national and international languages, electrical and T.V. repairing work, knowledge of sports, specially the regional sports, cycle and scooter repairing, etc; (9) there should be some motivation and encouragement among the masses specially among the workers, illiterates, poor and backward and scheduled caste people; (10) the adult education programme should be designed to suit the convenience of learners and seasonal variation in the village life should be taken into consideration; and (11) the adult education classes should not be run during the sowing and harvesting seasons.

Adult Education Programme: A Study on Work Environment of Field Functionaries

Adult Education programme, over the years, has achieved special significance. It involves the cooperation of different groups of individuals. Project Officers and Supervisors are important field functionaries in implementing the programme. These individuals, are in direct contact with the target groups. It goes without saying that in the absence of motivated field functionaries no amount of planning and financial expenditure can bring about the desired change. Evaluation of the working conditions of Project Officers and Supervisors from time to time is necessary.

The present study attempts to evaluate the working environment of Project Officers and Supervisors involved in the Adult Education Programme. It covers all Project Staff i.e 2 Project Officers and 8 Supervisors who are connected with the prog-

ramme in the district. Out of 8 Supervisors, five belong to the Government Project, two are from the University and the other one is in charge of a voluntary organisation. The voluntary agency under the study, in view of the financial problem as well as less number centres under its sponsoship, did not appoint a separate project officer. Hence, the following analysis covers only the Project Officers in charge of adult education Programmes, implemented by the Government and University Departments. All Supervisors from the three organizations were interviewed. The functionaries views were obtained through a schedule in the areas of work performance and their working conditions.

Project Officers

Work Performance

The Project Officer of the University has 10 years' teaching experience as compared to 4 years of experience possessed by the Project Officer of Government. The Project Officer of Government is in charge of 300 adult education centres, spreading over an area of a radius of 50 kilometers. For covering these centres he has vehicle at his disposal. The Project Officer visits about 40 centres in a month to inspect the adult education work. On the other hand, the Project Officer of the University has 60 adult education centres under his supervision, all located within a radius of 15 kilometers within the limits of Visakhapatnam town.

Job Conditions

The Project Officer of the Government Programme said that he was satisfied with his salary, travelling allowance and nature of work. However, he felt that his work load was heavy and suggested that the number of centres under the jurisdiction of each project officer should be limited to 100. On the other hand, the Project Officer from the University expressed that the salary and travelling allowance were not sufficient. He felt that there was the necessity of providing a jeep for his office for doing his work more effectively.

Problems

Both the Project Officers stated that they had problems of co-ordination with the officials as well as the Instructors and Supervisors. Finally, they complained that during night halts they were unable to find suitable accommodation where the centres were located.

Coming to the interaction with the high level officers in AEP, the Project Officers reported that there was no co-operation from their higher authorities and complained that they had to make unnecessary correspondence in this regard. While seeking assistance from the other developing department officials, they were unable to involve them due to problems of arranging transport for these officers to visit adult education centres. However, almost all the Government officers, local leaders, political leaders and others were persuaded by the Project Officers to visit the centre and to educate the learners. In addition to the above problems, the Project Officer from the Government sector expressed that he had not been provided with adequate audio-visual equipment and literature concerned with adult education. He had also insufficient budget provision for fuel for the vehicle.

Supervisors

Work Performance

The number of centres allotted to each Supervisor ranged from 21 to 60. The Supervisor of the voluntary agency was looking after 21 adult education centres, while that of the University has jurisdiction over 30 centres. Two Supervisors working with the Government were in charge of 30 centres and 45 centres respectively, and the remaining two Supervisors were in charge of 60 centres each. The latter, at the time of collection of the data, were found holding the additional charge of 30 centres each, since two posts of the Supervisors were vacant.

The Supervisors were visiting centres located as far as 25 kilometers from the place of their

residence. The area of work in case of the University Supervisor covers a distance of 12 to 15 kms. It ranges from 15 to 20 kilometers in case of the Supervisor's working with Government. Coming to the frequency of visits by the Supervisors, it ranges from one to three visits in a month for each centre. Both the Supervisors in charge of the University programme are visiting each adult education centre only once in a month, compared to twice and even thrice by others, even though the distance which they have to cover is relatively less.

Taking into account the holidays for the adult education centres, distance to be covered by the Supervisor and the time that the supervisor has to spend at a centre during his visit, it is feasible to limit the jurisdiction of the Supervisor to only 20 centres. Except the Supervisor of the voluntary agency, the rest are over burdened, more so in the Government where two Supervisors are in charge of as many as 60 centres each.

Job Satisfaction

It is very disheartening to note that most of the Supervisors were dissatisfied with the nature of work, work load, monetary benefits and other related aspects.

Salary

Fifty per cent of the Supervisors were dissatisfied with salaries that are being paid to them. Both the Supervisors appointed by the University fell under this category. It may be noted that the total emoluments drawn by the Supervisor in the Government sector exceeded Rs. 800 - per month with annual increment, while the Supervisors of the voluntary agency and of the University were receiving a consolidated amount of Rs. 500/- and Rs. 200/- per month respectively. The Supervisor of the voluntary agency, in spite of the low consolidated salary was happy with what he was getting. He was a retired person. On the other hand, the highly qualified and experienced Supervisors of the University were dissatisfied with their consolidated salary.

Travelling Allowance

The Supervisors (except from the voluntary agency who is paid the actual fare) were paid a fixed amount of Rs. 60/- per month to meet their travel expenses. Keeping in view the number of places that they had to visit and the distance to be covered during those visits, it can be observed that the travelling allowance was inadequate. Five (2 from the University and 3 from Government) out of 8 Supervisors were dissatisfied with the existing travelling allowance.

Work-Load

The difference in the work-load in different agencies (as already indicated) resulted in varied responses. While four Supervisors were happy with their existing work-load, the other four felt that they were overburdened. The latter comprised one from university and three from Government.

Conveyance

No conveyance was provided to the adult education Supervisors at present in all the three types of organisations. Except the Supervisor from the voluntary agency, all the others wanted mopikes to be provided to them.

Relationship with Officials

Four Supervisors (two from the University and two from Government) responded that they had some problems of adjustment with the AEP officials. Coming to the interaction with Instructors, only three (one each from the three agencies) were unhappy on account of lack of understanding.

Problems Faced by the Supervisors

The Supervisor from the voluntary sector said that during his visits to the centre, the Instructors complained about lack of amenities like lighting, lack of teaching material and aids. Lack of regular attendance and proper interest on the

part of the learners, non-cooperation from the community leaders, insufficient lighting, unsuitable timings, insufficient teaching and learning materials were some of the problems that were being confronted by the Supervisors from Government as well as University.

Only two Supervisors, one from the Government and one from University, stated that they were facing some problems on account of strained relations with their superior authorities. Inexperience of the officials and their inability to comprehend the intricate aspects of the programmes, non-cooperation and lack of guidance at the time of crisis and delayed payment of travelling allowance were causing strained relationships between the Supervisors and their superior officers

As far as officials other than that of the AEP were concerned, the Supervisors said that they were not receiving timely help from the concerned officers, when they approached them in order to bring them in contact with the adult learners. However, almost all officials involved in extension work started visiting the centres after repeated requests made to them by the Supervisors.

Two Supervisors complained that they had to do more paper work, while writing and sending reports, and in other official correspondence. Some other complained that they were not being supplied with sufficient stationery for correspondence. Some of the Supervisors felt that their training was inadequate. A few complained that the distance they had to cover to visit a centre must be restricted to about 10 kilometers while a few others were of the opinion that they should have offices of their own.

From the responses of the Project Officers and Supervisors, it can be observed that all of them had expressed some problems regarding the programme. The field functionaries are the vital links in the Adult Education Programme, and their work environment has a bearing on the success of the programme.

Role and Functions of College Teachers and Students in Adult and Continuing Education Programmes

The phenomenon of illiteracy has created serious imbalances in the development programmes in India. Our development efforts have been thwarted for want of involvement of a vast majority of our people in the process of development.

An awareness of these inequalities has led us, in recent years, to review our educational priorities and social policies and declare our intention to eradicate illiteracy and to combat the social, economic and cultural conditions which are its causes.

The widespread prevalence of illiteracy in rural areas has been a severe drag on national programmes of rural development. Implementation of any reforms has been extremely limited because the poor and illiterate farmers lack awareness. Furthermore, illiteracy blunts the motivation and the effort through which the poverty cycle could be broken. Hence, illiteracy is not just the absence of literacy; it is a psychological and social force with its own momentum which has the effect of deepening deprivation and poverty.

It is now becoming evident that increased school enrolment by itself cannot overcome illiteracy. In our country the drop out rate is so high that it is a deception to hope that those who enter school will leave it with enduring capability to read and write.

Indeed for making the school system relevant to the needs of the disadvantaged in society and

to enhance the possibilities of universalization of elementary education, it is essential to extend educational facilities to the parents. Therefore, it becomes necessary to establish mutual interdependence between expansion of non-formal education and improvement of formal system.

In the course of the present decade, the concept of literacy has been broadened to include not only the 3 R's, but also the development of skills, knowledge and attitudes needed to cope with life. It includes literacy, awareness and functional development as its components. These are to be blended in an integrated approach to the programme.

An increasing attention has to be given to the role of literacy action in enabling the participants to understand critically the physical, political, social and economic realities of his environment.

Literacy skills are viewed as a component of cultural action that transform people's views of themselves, their relationship with their fellowmen and women and their rights and responsibilities in society.

Role of Educational Institutions

Education, which is only concerned with making the individual better to earn his livelihood and improve his material condition, without giving him a social consciousness is intellectually sterile and morally reprehensive. (Saiyidain K.G., 1973).

There are colleges and universities in different parts of our country which are situated in unhealthy conditions. They have allowed the slums to grow in the area around and have never developed a consciousness for backwardness in their own areas. The economic condition of people living in their vicinity has never attracted their attention. If universities and colleges had aroused this sensitivity among staff and the students,

they would have found it impossible to rest to sleep and enjoy their academic pursuits.

Ignorance and illiteracy have thrived within the walls of universities and colleges. Some universities have attempted to organize extension services to conduct continuing education programmes to offer part-time education and to conduct correspondence courses for adult learners.

The country has taken a major commitment in the organization of adult education programme. Obviously the scheme anticipates involvement of all sections of people, for making the programme a success. It expects all of us to be concerned and to strive towards a learning society. The commitment to promote adult and continuing education should not be looked upon as something peripheral but as a mission central to the objectives of these institutions at the university and college levels. It is expected that this programme becomes an integral part of activities and functions of these institutions. It must be realised that higher education which the teachers and students have received should not alienate them from other section of the society. Instead, it should arouse their social consciousness and make them sensitive to the needs and problems of socially backward, exploited and deprived sections of society. (Gode M.A., 1979).

We must be able to bridge the gap between the educated elite and underprivileged group. Involvement in adult and continuing education programme should be thought of as a responsibility and considered as an opportunity given to them to serve the people and provide them necessary knowledge and skills so that they also become equal partners for national development.

The programme which is being carried out in the colleges should be regarded as a collaborative venture having students and teachers as members of the team. Their preoccupation with the educational activities in the colleges should not act as deterrent but a stimulant to get them involved in realising the objectives of the programme. It is high time that we have a rethinking regarding the

present timing of academic sessions, curriculum, evaluation, certification, etc.

Role of Colleges in implementing the adult education programme

In implementing the adult education programme, the colleges could play a vital role. Only through the colleges, the universities could reach out and extend their activities. The colleges could sensitise their faculty members and the students to the needs of the community and its problems and make them respond to the same through relevant learning programmes and tools. The colleges, besides teaching and research, should accept extension as the third dimension of their programme.

The following are some of the problems faced in our country in implementing Adult and Continuing Education Programme:

1. Lack of suitable training models for various categories of workers.
2. Lack of adequate and suitable agencies to conduct training programmes.
3. Lack of arrangements for continuing education and professional growth of workers.
4. Inadequate availability of suitable materials for training in the form of guides, manuals, handbooks etc.
5. Non-availability of suitable teaching and learning materials for adult learners.
6. Improper linkages between the various agencies involved in the programmes.
7. Lack of adequate attempts in sensitising the mass on the importance of literacy programmes.
8. Inadequate facilities to take up research and disseminate the findings.

9. Difficulty in motivating the animators as well as the learners.
10. Difficulty in monitoring, evaluation and follow up.

The main functions of Colleges

The colleges should establish a linkage between the funding agencies and the various departments in the colleges. The colleges which have been headed by the Principals are directly connected with planning and policy-making. Thus, they provide necessary guidance to the teachers in charge of Adult and Continuing education. The Principals could play a vital role in selecting the teachers who have real aptitude and genuine interest to be responsible for the adult education programme. The Principals should also help in identifying students who could take up voluntarily adult and continuing education work. It is imperative that only on the basis of the guidance rendered by the Principals of the colleges, both the faculty and students can have real involvement in the programme.

Curriculum

At the collegiate level there should be an effort on the part of head of institutions to link the continuing adult education programme with academic activities. The restructured curriculum which is being offered, should include community and social service programme.

Training

One of the major problems is that we do not have the right type of training models and suitable training agencies to conduct training programmes for various functionaries in adult and continuing education. Unless we enrich and implement this training programme for various categories of workers it will be difficult to have a successful programme. The colleges should come forward with their intellectual resources i.e. the faculty members, and the physical resources for training the personnel for this programme.

Preparation of teaching learning materials

Though a few students may directly be involved in adult and continuing education, the rest of the student community may be encouraged to assist them by preparing audiovisual aids, readers etc. They can also be encouraged to collect folk songs, tales and dramas and enact some of them in the adult education centre and before the village community of important themes such as small family norm, nutrition, health, family welfare, economic programmes etc.

Monitoring Evaluation and Research

The Colleges should encourage the teachers in charge of the programme and other specialists in different fields to involve themselves in monitoring the programme. Unless the programme is evaluated there would be no feedbacks for further involvement. Hence, evaluation should be a built-in mechanism of the programme. Both formative and summative evaluation of the programme should become an integral part of programme execution. There should be provision and encouragement to take up both pure and action researches by the members of the faculty so that there is innovation and novelty in the programme. Both evaluation and research will give the college authorities a feedback as to how they should go about in organizing the adult and continuing education programme. In fact, these activities will in turn enrich the curriculum, methodology, material production and the training programme.

Co-ordinating function

The colleges should be able to mobilise the different agencies such as the mass media, State Resource Centres, University Departments and other departmental agencies in order to strengthen the adult and continuing education programmes of the colleges. Funding agencies for the development programmes in the communities should be approached so that the needy people get benefits from these agencies.

Role of Teachers

Only through the college teachers, who are really interested and are conscious of the problems of the village community and who know the techniques of getting co-operation of various agencies, this programme could be a success. They should show keen interest in understanding the problems, selecting the right type of students, training them, and guiding them in implementing their programmes. They should be able to establish proper rapport with different agencies such as the panchayat union, co-operatives, banks and other agencies which are involved in development programmes. They should strive hard to raise the standard of living of the people in the village community.

The teachers who are in charge of the programme should have contact with different agencies which produce teaching learning materials, produce the same and train the animators in using these materials. It is not enough that materials are being bought or procured from outside. The animators, i.e., the students should be encouraged to prepare the suitable materials for educating the adult and the out-of school youth.

The resourceful teachers should themselves prepare guide books, teaching manuals, readers and test materials because there is a dearth of suitable materials. The teachers with various fields of specialisation should be able to produce materials for furthering the knowledge on different trades and occupations of the people so that education becomes a continuous one. The drop-outs with skills may be benefitted by reading these books. Thus, we could reach out not to the illiterate mass but also to the educated to further their skills and knowledge. This will also help in building an awareness among the people on different social issues.

The teacher can prepare the materials for the press on the burning issues and problems in the society. They could also give talks in All India Radio and in T.V. The proficient teachers can give

demonstrations in T.V. on health, nutrition, farming and other technologies.

Teachers in charge of the programme should periodically meet the supervisors and the animators to get necessary feedback and discuss with them their problems and difficulties. This type of guidance will strengthen and motivate the supervisors and the animators to ensure a more effective programme.

Role of students

The students as the instructors or the animators are the grass root level workers, who are in the front line in implementing the programme. The success of the programme mainly depends on the performance of the students. Hence, first of all, they must be made aware of the importance, significance and the components of adult and continuing education programme. They should be convinced to follow certain principles of these programmes by themselves. This conviction alone could help the student instructors to convince the out of school youths and the adult learners. They should also be conversant with the different programmes which are going on in the community and the agencies involved in them, so that they could also try to bring a linkage among these agencies. Before a centre is started, there should be a survey of the illiterate adults and the drop-outs in the area in which it is proposed to start the centre. This survey should also reveal the needs, aspirations and the problems of the people, which will in turn help the instructors to plan systematically. This type of need based curriculum and the accompanying activities will attract the learners to the centre.

The instructor should select an appropriate place for conducting the programme which will be suitable for the learners who come from different strata of society.

When the place is being fixed, the learners are to be motivated. This is the biggest task ahead of an instructor. One of the major causes

for the drop-out in the centre is lack of motivation. The convenient timing should also be fixed for organising the programme for the learners. All the necessary teaching learning materials are to be prepared and procured well in advance so that he can have a smooth running of the centre without any problems. Inadequate and incomplete preparations on the part of the instructor will frustrate the learners. As the student-instructor is usually younger to most of the learners, it is essential that the student proves his or her efficiency by well equipping himself or herself with adequate materials and knowledge.

The students should have the desire to learn more about the methods and techniques of teaching. They should explore all the possibilities in getting co-operation from different agencies in organizing the programme.

The learners do not come to the centre merely to learn the 3 R's. They would be happy if their own professional skills are enhanced so that they could have more economic benefits. So, the programme in the adult and continuing education centres should include some activities to further their socio-economic status.

The student instructor should have an up-to-date knowledge about the situations in the country so that he will be in a position to disseminate this knowledge to the adult learners, thus filling up the gap in the intellectual deficiencies.

He is expected to maintain certain records such as enrolment register, attendance register, a lesson plan, a stock register and a diary. Proper maintenance of these records not only help the instructor for smooth running of the programme, but also in getting a proper guidance from the supervisor, programme officer and other teachers in the college.

The student-instructor should not feel frustrated in case they face difficulties and problems in this venture but encounter them as challenges which are to be met effectively and with unyielding determination.

Unless the educated and privileged people come down from the ivory tower of universities and colleges to the needy and the underprivileged sections of the community, there will be no survival in future. This isolation from the realities of life is to be broken. There should never exist a gap between educated elites and illiterate masses.

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Attitudinal Disposition as an Effect of Adult Education Programme—An Experiment

India being a country of illiterates, cannot achieve economic development, social transformation and effective social security until and unless the citizens are educated to the extent that enables them to participate in the country's developmental programmes willingly, intelligently and efficiently. Illiteracy, as a mass phenomenon, blocks economic and social progress, affects economic productivity, population control, national integration and security, and improvement in health and sanitation. Illiterate people tend to resist change and cling to traditional forms of life, while modernization of social life, demands revolutionary changes in accepted patterns. New ideas and new practices cannot be effectively communicated to those who are untrained to receive them and make use of them. Therefore, there is a need to reshape and change the attitudes of masses, because, any sort of development demands healthy and positive attitudes on their part.

The present study was undertaken to find out whether adult education programme, if organised for illiterate adult workers, contributes and brings about positive changes.

Design

The present study was an experimental one where pre-test and post-test single group designs were followed. A group of twenty illiterate workers was selected. They were pre-tested for their attitudes towards adult education and methods of work and were then given the treatment i.e. adult education. After the treatment of four months, the workers were again post-tested for ascertaining the attitudinal change towards adult education and methods of work. The difference between the pre-test and post-test was attributed to the treatment variable i.e. adult education.

Sample

In order to get the purposive sample for conducting the experiment, National Dairy Research Institute (N.D.R.I.), Karnal, was selected by keeping in view the following:

- (i) The workers were easily available.
- (ii) The workers were attending all the three working shifts daily as there was no rotation of duty in different shifts.
- (iii) The institute (N.D.R.I.) is well known in the country for its cosmopolitan character.

A purposive sample of twenty illiterate workers matched on age (30 - 35 years), experience (5-10 years), income (Rs. 750-850 p.m.), residence or locality (rural area), caste (backward class) and family size (5-7 members) was selected.

Treatment

After selecting a sample of twenty illiterate workers and pre-testing them for their attitudes, the treatment was given to workers. The duration of treatment was four months. Adult education was the treatment variable in the present study which involved three components-Literacy, Numeracy and Awareness. The contents of literacy included know-

ledge of the alphabet, ability to read and write simple words, phrases, sentences, letters and applications. The items of numeracy included the ability of counting the numbers upto 1000, ability of recognizing numerals and numbers, doing simple calculations using a maximum of three digits, and concept of time. The items of awareness included knowledge about health and hygiene, nutrition and diet, child care, family planning, population growth and its consequences, social evils, role and functions of different institutions and the facilities and services offered by them. The components of adult education were relevant learners' work and activities of their daily life.

Tools used

- (i) Non-Directive Interview Schedule for workers' background. This interview schedule was used for collecting the data about workers' general background. The schedule contained 39 items.
- (ii) Observation Schedule for workers' methods of work. An observation schedule was used for recording the methods of work employed by the workers. The methods of scoring was that, when a worker followed a particular activity it was scored for one and not following the activity was given nil score.
- (iii) Non-Directive Interview Schedule for workers' attitude. A non-directive interview schedule was used to assess the workers' attitude towards adult education. There were twenty statements in this schedule. These statements were to be answered by the adult workers in 'Yes' and 'No'. Each 'yes' and correct answer was to be given one score and 'No' and wrong answer a nil score. So, the maximum possible score in this schedule was 20 and minimum zero. On the basis of scoring, the workers who got ten or more scores were considered to be having positive attitude towards adult education and those with nine or less than nine were taken to be having negative attitude towards adult education.

Data Collection

As per the nature and design of the study, the data were collected in two stages - the pre-test and post-test. In the pre-test stage, the sample subjects were first of all interviewed in order to know their general background. After this interview, they were further interviewed for the assessment of their attitudes towards adult education. The workers were also observed for their working style so as to determine their attitudes towards the healthy and hygienic style of performing their work as this also constituted one of the areas in the interview schedule for workers' attitudes and in that manner the data of their attitudes could be confirmed and supplemented through actual observation of their methods of work.

In the post-test stage the workers were again interviewed for the assessment of their attitudes towards adult education. They were also observed for their methods of work.

Statistical Techniques used

The 't-test' was used to find out the difference between the pre-test and post-test scores of the group.

Results and Discussion

For ascertaining the attitude of the workers, the workers' response to each statement (of non-directive interview schedule for workers' attitude) was noted down at both the stages - pre-test and post-test, and these were scored at the scoring sheet. Table - 1 reveals the workers' attitude scores at both the stages - pre-test and post-test.

Table - 1

Workers' Attitude (towards adult education) Scores at Pre-test and Post-test Stages

Worker No.	Attitude Scores	
	Pre-test	Post-test
1	6	13
2	6	10
3	8	14
4	8	13
5	5	14
6	7	15
7	6	15
8	5	16
9	9	15
10	6	12
11	8	14
12	7	13
13	8	16
14	6	15
15	7	16
16	5	14
17	7	15
18	9	16
19	8	14
20	8	15

It is evident from table - 1 that all the twenty workers were having their attitude scores below ten which means that all of them were considered to be having negative attitude towards adult education.

In order to find out the change in the workers' attitude towards adult education (after the adult education programme of 4 months), the data were analysed with the help of 't-test'. The results of the same have been given in the Table - 2.

Table -2

Mean, S.D. and t-ratio for workers'
Attitude Towards Adult Education

	Pre-test	Post-test
Mean	6.95	14.25
S.D.	1.2439	1.4790
t-ratio	18.982	

Table-2 shows that t-ratio i.e. 18.982 is significant at .01 level. This means that there is a significant difference between the pre-test and post-test attitude scores of workers. In order to see the direction of change, the Table - 2 was again consulted which revealed that the mean of workers' attitude scores at post-test (M = 14.25) was greater than the mean at pre-test stage (M = 6.95). This implies that after treatment (adult education), there was a significant positive change in the workers' attitudes towards adult education. The same was also justified from the observation results of the workers' methods of work. When the data were seen analytically from Table - 1, it was found that all the workers showed increase in their attitude scores. The increase in their attitude scores ranged from 4 - 11. This finding is further strengthened through the graph.

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Barriers to Educational Development in Tribal Areas

Prior to 1950 our nation had no significant programme for the educational upliftment of the tribals. Only after the enactment of our Constitution it had become a responsibility of the Government to raise the literacy level of the tribals. The planners had a notion that by reorienting the resources, development is possible and later of course they realised that people are more important. Hence development should be people oriented and not resource oriented only. Belshaw was of strong opinion in this regard (1977). The infrastructural input for educational development is neither satisfactory nor it has any significant impact on the tribals. Even the introduction and promotion of formal education in tribal areas could generate only marginal interest. The interested section are normally the tribal elites. Of many ongoing complaints against the tribals a few are of the view that the tribals are dull, and are less interested in education. The possible causes of allegation against tribals would be our ignorance of their ways of life and our ethnocentric ideas. Our ignorance of their economy, social practices and social values are responsible for wrongly branding them as misfits.

Formal education for tribals is an external agent. Often it is imposed on them with an intention to raise their literacy. Due to certain socio-cultural factors, there are many instances where the community either opposed or remained indifferent to its own education. The problem is how to negotiate the period of change where they are in a traditional life style and suddenly come in contact with a new system. The accompanying problem is that they should not lose command over the resources. Some are of the view that education should be imparted to them so that the tribal genes will be encouraged and the new formal educational system be appreciated by them. This, they believe, would build up their inner strength and the tribals will become aware of the intricacies of the new system. The planners often lament over the fact that while there has been a huge investment, there has not been the development in the educational level of the tribals.

Economic Condition

For any developmental programme, the economic condition of the community has a faster grip. Growth, performance and development precede economy which is treated in terms of cultural components and social relations. Economically, each tribe is specific and the variation is area specific. Broadly, the tribals may be grouped under six categories; hunters and gatherers, artisans, sifting agriculturists, settled cultivators, posturals and industrial labourers (Vidyarthi 1975). In the historical process it has been seen that most of the tribals who were bonded to nature have been changed to bonded labourers. Since the economy is not viable and the very survival is a threat, introduction of formal education is expected to touch periferally. However, there are exceptions. Among some tribals, the literacy percentage is too high. It is almost above 80%, whereas some others are unlettered. Considering the non-effectiveness of formal education, Elwin reminds us saying that for a tribal family to send its grown up girl or boy to school is essentially a matter of economics and entails dislocation in the traditional pattern of division of labour Many parents cannot afford to send their children to school (1963; 84). The living conditions of some tribals have not materially changed since independence (Mahapatra 1982-83; 3). Even when through the Tribal Sub-Plan more money and more equipment and technical knowhow have been pumped into the tribal areas, there is hardly any development. Belshaw says that, there is scarcely any increase in the capacity of the local people to organise for realisation of their objectives (1977). It is also seen that some states tried to attract the tribal children to schools by providing mid-day meal, clothing, small amount of pocket money, and free reading materials. All these exerted no influence, rather they generated a sense of dependency on the outside agent.

The scattered hamlets with a low density of population and the location of the school at a distance have been found unsuitable for the children to get encouraged for schooling. The dilapidated condition of the school building, often

worse than the smokey hamlets the tribals live in, gives a bad image.

Culture

At the level of culture, there are conflicts in ideologies transmitted in the process of imparting modern education. The religious groups teach their respective ideologies to the children while imparting education. There are cases where due to religiosity, a section of an ancestral village abrogated the socio-cultural interaction with their kin. Bordoloi refers to Ziminaḡas who experienced such social breakage (1985). There is no uniform system of imparting education to tribals as a result of which the tribal students are often bewildered.

Language is another barrier. The medium of instruction creates problems for the tribals. The spoken dialects do not get any place in the modern educational system, which in why the process of their understanding becomes cumbersome. The genesis of the lack of interest shows a tendency of withdrawal from schools. The gap between the teaching of the teachers and learning of the learners is no less wider.

The contents of the teaching materials, instead of pleasing the learners, act as dissuading factors. The tribal elite, often a projective teacher, has a special power in the village setting; others are afraid of him. The ego and the selfish motive of the teacher are discouraging for the people. The relative equality in the social status of male and female has not been reflected in the contents of the books. Therefore, while a tribal teacher does not get pleasure in teaching with those books, the students are far away from a real perception. For a non-tribal teacher, the cultural gap plays a vital role. Often the non-tribal teacher, due to the long hanging dominant ideology, treats the tribal students differentially. Due to the social setting and hierarchical pattern of the locality, the tribal parents do not have enough courage to enquire into the performances of their wards. Somewhere the students are

treated by the teacher for his personal work. The student-teacher and teacher-parent relationships in the present context have not yet generated problem solving strategies primarily due to reasons of non-involvement.

Apart from cultural values and gravitational patterns of teaching, the seasonal engagements of the tribals have a conflicting schedule with the school time. For a tribal family, children of either sex are economic assets. During the peak agricultural seasons, the children are normally withdrawn from the school. Therefore, depending upon the local agricultural seasons and cultural values, the school time should be arranged so as to solve the problem of absentism to a great extent. The present educational system transmits the patriarchal model, irrespective of any religious ideology and level of economy the people have. The stereotyped image and ideology affecting the tribals social reality make them confused. Since they do not find their own social reality, they feel alienated from the educational system.

The illustrations used in the books often amaze them and go to confirm that they are poor. The description of the tribals in the text usually characterize them as poor, illiterate, animistic, timid and ignorant. Such contents would tell upon their self-respect. Each and every tribal community has its own peculiarities and cultural features. Therefore, the contents of education should be oriented in such a way that the tribal children respect their own culture.

There are certain residential schools for tribal students. Children are normally taken out of the family and enrolled in these institutions. Such children become non-interacting members of the family. Such a process of learning make the children encultured for a totally new culture.

The possible way out is to train the teachers on the local culture along with the values of cross-cultural education so that the community link between the cultures would be appreciated by the students and they would feel at home while

studying. Many systems of teacher training communicate the basic information about the functional and operational social contexts. Care should be taken to mobilize the parents so that the educational development programme will have a better chance of success. Periodic evaluations on their degrees of awareness and attitudes towards education should be made. Depending on the findings, the priority should be kept elastic and the concurrent problems should be tackled through their own institutional means.

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Adult Education News

Literacy Awards for Ramlal Parikh and Anu Mukharji

Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad has been selected for the 1988 Nehru Literacy Award of the Indian Adult Education Association.

The Award has been given to him for his outstanding contribution to the promotion and development of adult and continuing education.

Prof. Parikh was the Chairman of the Gujarat State Adult Education Board in 1977 and under his leadership about 170 voluntary organisations from the State participated in the National Adult Education Programme.

He was the Chairman of the Standing Committee of Adult and Continuing Education of the University Grants Commission from 1979-1982 and was also Chairman of its Review Committee which produced a report entitled 'University System and Extension as a Third Dimension'.

Under his leadership, the Gujarat Vidyapeeth has formed Saksharta Dal of one lakh volunteers to provide literacy to five lakhs illiterate adults in the age-group 15-35 in a period of three months.

The Tagore Memorial Award for Women's Literacy, instituted by the Association last year, has been awarded to Smt. Anurupa Mukharji, founder President, Tripura Adivashi Mahila Samiti, Agartala for her pioneering role in eradicating illiteracy among tribal and backward classes of women of Tripura. She has the distinction of achieving cent-per-cent literacy in about 20 villages of the State. Smt. Mukharji faced serious problems with courage and devotion in carrying out her task.

South Zone Conference of Adult Education in Pondicherry

The Indian Adult Education Association in collaboration with Tamil Nadu Board of Rural Development, Madras organised the South Zone Conference of Adult Education in Pondicherry on August 27-28, 1988. 62 participants representing voluntary organisations, government departments, state resource centres, universities, colleges from the States of Andhra Pradesh, Karnataka, Kerala, Tamil Nadu and Pondicherry attended.

The key-note address of the Conference was delivered by Shri L. Mishra, Director-General, National Literacy Mission Authority and Joint Secretary (Adult Education), Ministry of Human Resource Development, Government of India. In his address, Shri Mishra said that the National Literacy Mission (NLM) was different from the earlier programme. The earlier programme, he said, was implemented in isolation and did not leave lasting results. The base is being widened and support of all sections of the society is being taken under NLM. He said that the NLM has been conceptualised on the basis of strengths and weaknesses of the adult education programme as revealed in the 56 evaluation reports.

Shri Mishra said that there are 11 crore illiterates in the age-group 15-35 and only 8

crore are to be made literate by 1995 under NLM. The remaining three crore, he hoped, would get education through the environment built for the programme and other educational facilities being provided under the NLM. The post-literacy and continuing education programmes will also be better taken care of with the establishment of Jan Shikshan Nilayams under NLM.

He emphasised that the cynicism and suspicion about the programme has to be removed and for this purpose the traditional and modern media have to play a great role. Shri Mishra concluded that the NLM should be seen as a tool of liberation whereby learners will acquire heightened self-knowledge and social awareness. In this manner non-being or half-being will become true human being.

Shri J.C. Saxena, Hony. General Secretary, Indian Adult Education Association in his introductory address outlined the role of the Indian Adult Education Association since 1939. He said that the Association has helped in the formation of Organisations Departments for workers' and continuing education. He also explained the objectives of the Conference.

Earlier, Shri L. Vedapuri, Joint Secretary, IAEA and Chairman, South Zone and President, Tamil Nadu Board of Rural Development welcomed the Chief Guest and the participants.

Prof. G. Rangaswamy, former Vice-Chancellor, Tamil Nadu Agricultural University in his presidential address said that creation of awareness should be given priority in the adult education programme. Once people become aware they will themselves ask for literacy.

He said that adult education programme should result in improving the economic status of the people and that was possible if the literacy was relevant and need-based. Dr. Rangaswamy said that audio-visual aids have played a great role in agricultural development and they should be properly and adequately utilised in adult education. Dr. Rangaswamy said that voluntary agencies are

most suited for this work as they are nearer to the people than Government agencies.

Dr. M. Nannan, former Director of Tamil Development Board and Ms. Selvi C. Sundaram, former Principal, Government Bharathithasan Women's College, Pondicherry delivered special addresses.

Shri J.C. Saxena presented the Working Paper and Shri J.L. Sachdeva spoke on Problems Faced in Adult Education programme in the post-lunch session.

The Conference discussed the problems faced by field agencies in implementation of adult education programme, role of students and youth in the Mass Programme for Functional Literacy, education of women in the New Education Policy and the NLM and the role of voluntary organisations and universities in the National Literacy Mission.

The delegates were divided into four groups. The Group Chairmen were - (1) Mr. Krishnamurthy, (2) Prof. M. Rajavelu, (3) Mrs. Sugna Davey and (4) Prof. K.S. Pillai. Delivering the valedictory address, Dr. C. Rajamani, Director, Academic Staff College, Pondicherry, said that the National Literacy Mission can succeed if every one becomes missionary leaving all personal comforts. He said that deprivation of knowledge is also poverty and unless it is removed the economic poverty cannot be removed. He appealed to the people to undertake it in the right earnest and to eradicate illiteracy in the shortest possible time. Shri J.A. Ambasankar, former Chairman, Tamil Nadu Public Service Commission, who presided over the function, suggested that the Government should utilise students for literacy work for one year before granting the degree.

Recommendations

The Conference made the following recommendations :-

1. The South Zone Conference of Adult Education held in Pondicherry on August 27-28, 1988

welcomes the launching of the mass campaign for National Literacy Mission in the country. But it feels strongly that vigorous efforts are needed to achieve the target of eradication of illiteracy from eight crore illiterates in the age-group (15-35) in the country by 1995. It urges that to achieve the time-bound programme earnest efforts right from now should be started, so that they get reflected in the 1991 Census.

2. The Conferene feels that it is becoming increasingly difficult to get free space for adult education centres and recommends that provision for rent should be made. In this connection help and support of the local people should also be enlisted.

3. The Conference feels that student involvement in the Mass Programme for Functional Literacy would be possible if some incentives are given to them. Grace marks, preferential treatment in appointment, issue of loans by Banks and Development agencies were some of the incentives suggested by the Conference.

4. To involve all in the Mass Programme for Functional Literacy the Conference feels that wide publicity should be given to this programme through electronic and print media. It recommends that well prepared slots on prime time should be televised/broadcast on regular basis on Television and Radio. It will also help in creating better environment for the programme. It urged the Directorate of Adult Education, Government of India and State Resource Centres to take immediate steps in this regard.

5. The Conference urges voluntary organisations to prepare innovative, experimental adult education projects and should not restrict themselves to copy book rules as has been given by the Government of India in its scheme of assistance to voluntary organisations. These projects should be group-specific and area-specific.

6. The Conference notes with concern that State Governments are not forwarding the applica-

tions of voluntary organisations or are taking considerable time in sending the applications to Centre. It urges that the Central Government should stick to its rule of giving grant to voluntary organisations in case applications are not forwarded to the Central Government within three months by the State Government.

7. The Conference welcomes the establishment of Jana Shikshan Nilayams to provide post-literacy and continuing education opportunities for neo-literates. These centres are expected to meet the highly diverse and constant growing and changing needs and interests of all members of the community. It recommends that the *prerak* should be a full time person and Government accommodation should be provided to non-official agencies for the setting of Jana Shikshan Nilayams.

8. The Conference recommends that Universities and leading voluntary organisations should be given responsibility for training of functionaries and for preparing teaching-learning materials. This will ensure timely and adequate supply of materials.

9. The Conference feels that it is high time to have a fresh look at the honorarium for the instructors. It should commensurate with the varied type of functions he or she is performing and the existing price-level.

10. It recommends that inbuilt evaluation should be there in all projects. It recommends that the Indian Adult Education Association should conduct Workshops in all Zones to help in developing inbuilt evaluation techniques, so that organisations/departments can use them in their projects.

11. The Conference recommends that voluntary organisations of repute with excellent record in organising adult education programmes may be recognised as the "leading agency" in a specific area by the National Literacy Mission Authority in order to expedite the processing of applications from grass-root voluntary organisations and in improving training of functionaries.

I.A.E.A. Organises Writers' Workshop

The Indian Adult Education Association organised a three-day Writer's Workshop on production of literature for neo-literates in New Delhi on August 29-31, 1988. 10 eminent Hindi writers participated.

Inaugurating it, Shri J.C. Saxena, Hony. General Secretary, I.A.E.A. said that the literacy rate in Hindi speaking States is still very low as compared to the other parts of the country and vigorous efforts are needed in this direction. He said that Hindi writers have great responsibility to produce literature for neo-literates so as to check relapse back into illiteracy. He asked the writers to prepare literature on current topics like national integration, human rights, social evils, environment, population education, women education, etc.

Shri B.S. Garg, President, Prof. B.B. Mohanty, Treasurer and Shri J.L. Sachdeva, Director, I.A.E.A. addressed the participants on various aspects relating to the writing and production of literature for neo-literates.

After three days of deliberations the writers prepared outlines of manuscripts to be prepared on the following subjects:

1. New and Traditional Techniques in Agriculture
2. Population Education
3. Women Education
4. Family Welfare
5. Health Education
6. Environment
7. National Integration; and
8. Social Development

Contributions to Tagore Endowment Fund

The following have contributed to Tagore Endowment Fund of the Indian Adult Education Association during July-September:

1. Bikaner Proudh Shiksha Samiti, Rs.2,000-00
Bikaner (Rajasthan)

2.	Calcutta Urban Service Consortium, Calcutta	Rs.2,000-00
3.	Caritas India, New Delhi	Rs.2,000-00
4.	Calcutta Foundation, Calcutta	Rs.1,000-00
5.	Shri SK Chakraborty, Calcutta	Rs.1,000-00
6.	Shri GK Pillai, New Delhi	Rs. 500-00
7.	Shri Bhanwar Singh Choudhary, Bhilwara	Rs. 500-00
8.	Ph. Ramesh Chandra Singh, Imphal (Manipur)	Rs. 300-00
9.	Shri Arun Chavan, Sangli (Mah)	Rs. 250-00
10.	HK Arts College, Ahmedabad	Rs. 250-00
11.	Dr. MM Hoda, Lucknow	Rs. 250-00
12.	Dr. (Smt.) Sushma Bhagia, New Delhi	Rs. 151-00
13.	Prof. NC Das, Calcutta	Rs. 150-00
14.	Dr. AK Sen, New Delhi	Rs. 125-00
15.	Shri GV Bhakta Priya, New Delhi	Rs. 125-00
16.	Shri RN Mahlawat, Rewari (Haryana)	Rs. 105-00
17.	Dr. (Mrs) Mridula Seth, New Delhi	Rs. 101-00
18.	Dr. YN Mishra, Varanasi	Rs. 101-00
19.	Mrs. Mira Verma, Varanasi	Rs. 101-00
20.	Dr. Ranjana Saxena, Varanasi	Rs. 101-00
21.	Ms Shobhana Ranade, Pune	Rs. 101-00
22.	Dr. SY Shah, New Delhi	Rs. 101-00
23.	Prof. D Siva Kumar Muttappalam (Kerala)	Rs. 101-00
24.	Dr. SM Dhondiyal, Udaipur	Rs. 101-00
25.	Mrs. Usha Srivastava, New Delhi	Rs. 101-00
26.	Miss Krishna Arora, New Delhi	Rs. 101-00
27.	Mrs. Kausalaya Subramaniam, New Delhi	Rs. 101-00
28.	Dr. AK John, Karthicappally (Kerala)	Rs. 100-00
29.	Dr. KD Sharma, New Delhi	Rs. 100-00
30.	Shri TR Nagappa, Mysore	Rs. 100-00
31.	Shri MH Ansari, Ranchi (Bihar)	Rs. 100-00
32.	Dr. Om Shrivastava, Udaipur	Rs. 100-00
33.	Dr. JP Tarang, New Delhi	Rs. 51-00
34.	Ms MK George, Trivandrum	Rs. 51-00
35.	Mr. D Sarma, Gauhati	Rs. 50-00
36.	Miss SB Patnaik, Banki, Orissa	Rs. 50-00
37.	Omlur Rural Socio-Economic & Cultural Association, Salem (TN)	Rs. 50-00
38.	Shri A Kandasamy Salem	Rs. 50-00
39.	Shri BR Vyas, New Delhi	Rs. 31-00

School Students Pledge to Eradicate Illiteracy

About 10 thousand school students of Delhi took a pledge at Raj Ghat on International Literacy Day i.e. September 8, 1988 to eradicate illiteracy from the country. The pledge was administered by Shri L. Mishra, Director-General, National Literacy Mission Authority and Joint Secretary (Adult Education), Department of Education, Ministry of Human Resource Development, Government of India.

The ceremony at Raj Ghat was arranged by the Indian Adult Education Association which is a coordinating agency to involve students/volunteers in the mass programme for functional literacy under the National Literacy Mission. The Association will also monitor the programme during its implementation from October 2, 1988 to June 30, 1989.

The students later participated in the celebration of International Literacy Day at Indira Gandhi Indoor Stadium.

Speaking on the occasion, the Minister for Human Resource Development, Shri P. Shiv Shankar said that it was absolutely necessary to wipe out illiteracy as early as possible and in this voluntary organisations and youth had an important role to play.

Shri Shiv Shankar said that high illiteracy in the country did not augur well for Indian society. Unless people become literate they would not know their rights, nor would they be conscious of them, he added.

In his presidential address, the Minister of State for Education and Culture, Mr. L.P. Shahi stressed upon the need to eradicate illiteracy in the country. Voluntary organisations could play an important role besides the Government own departments, he said.

The students of Lady Irwin College, New Delhi presented a skit on the importance of being literate.

rate. The SRC Jamia also presented a skit on the occasion.

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

Orientation Programme for Key-Level Functionaries

The Indian Adult Education Association organised an Orientation Programme for Key-level Functionaries in Adult Education at its headquarters in New Delhi on July 4-9, 1988. It was attended by 20 persons representing the universities, colleges, government agencies and voluntary organisations from the States of UP, MP and Bihar.

Delivering the valedictory address of the Programme, Shri Sat Paul Mittal, former MP and Chairman of the Indian Association of Parliamentarians on Population and Development said that the literacy education is an important component in the human resource development. He said that illiterates should be made to realise that the main purpose of education is to enable them to become partner in the development of the country, to improve their own life and of the community in which they live. Shri Mittal said the wrong notion that education is needed only for securing employment should be taken out from the minds of the people. He said that real education should enable the people to have knowledge of the community in which they live, the nation and the entire world.

Shri Mittal cited the example of Japan, which has become one of the richest countries of the world because of its emphasis on human resource development.

He said that family planning programme in the country has a direct relationship with literacy. If people are literate they realise the importance of observing small family norm. He gave the example of Kerala which has the highest literacy rate and has the lowest birth rate in the country. Shri Mittal feared that if the population continues to rise at this rate, the developing countries will

be affected considerably. He said that 92% of the population of the world would be in the developing countries in the year 2000, if the present growth rate was not checked up.

Shri Mittal emphasised the need to link population education with adult education. He said that adult education should help in creating responsible citizens in the country.

Inaugurating the programme on July 4, 1988, Shri Hayatullah Ansari, MP emphasised that the removal of superstitions should be an important part in the awareness component of the adult education programme. He said that adult education programme should be relevant and need-based. The drop-out rate, he said, will be almost negligible if the education is according to the learner's needs. This, he said, could be achieved if dedicated and committed workers are available for this work. He appealed to the participants to work with a missionary zeal to fulfil the objectives of the National Literacy Mission.

Earlier, Shri JC Saxena, Hon. General Secretary IAEA in his welcome address said that eradication of illiteracy has to be taken on war footing otherwise it would be difficult to eliminate illiteracy in the age-group 15-35 by 1995. He said that the States of UP, MP and Bihar were far behind the national literacy average and vigorous efforts are needed to promote literacy in these three States.

Shri J.L. Sachdeva, Director, Indian Adult Education Association in his vote of thanks said that mass media particularly the electronic media have to play a key-role in creating proper climate for NLM. He emphasised that the functionaries should go to the field with competence, commitment and confidence.

The following subjects were discussed in the week-long training programme:

- a) Review of past programmes of adult education in India;

- b) National Literacy Mission;
- c) Post Literacy Programme and Jan Shikshan Nilayams under the National Literacy Mission;
- d) Motivation in adult education;
- e) Field problems in adult education;
- f) Management and administration of adult education;
- g) Linking adult education with income generating programmes;
- h) Linking population education with adult education;
- i) Role of cooperatives in promoting adult education;
- j) Communication support to adult education;
- k) Planning adult education programme in the community;
- l) Community participation in adult education;
- m) Monitoring and evaluation;
- n) Laws for the Weaker Sections; and
- o) Linking adult education with development.

The participants also visited adult education centres run by the All India Talim Ghar in trans-Yamuna colony of Delhi. Films on Jan Shikshan Nilayam and on removing superstitions were also shown to the participants.

Kerala University Starts a Post Master's Diploma Course in Adult and Continuing Education

The Centre for Adult Education and Extension (CAEE), University of Kerala, Trivandrum has started a Post Master's Diploma Course in Adult and Continuing Education. To mark the occasion a seminar on National Literacy Mission was organised on June 29, 1988 in which college Principals, Programme Officers, Supervisors, Instructors and others participated.

Presiding over the function, Dr. A Sukumaran Nair, Pro Vice-Chancellor of the University said that the eradication of illiteracy is crucial to the achievement of important national objective such as universalisation of elementary education. He said that the grown-ups have to be educated so that they realise the importance of education for their children.

Prof. Devendra Kumar, Vice-Chancellor, Gandhigarm Rural University who inaugurated the Seminar and the course said that both poverty and illiteracy are closely linked. Whether poverty leads to illiteracy or illiteracy leads to poverty is a question like whether hand came first or head came first. We have to work at both the levels to remove poverty and illiteracy, he said. Both literacy as well as continuing adult education are measures to impart knowledge to the masses which concentrated among a few people at present.

He asked the educated people to share their privileges of education with those who have been deprived. The philosophy of life is to share the privileges that we have with those who do not have these.

Prof. Kumar underlined four major problems in the country. They are (1) poverty & unemployment; (2) over population; (3) deforestation; and (4) illiteracy. But these are inter-related with each other, he said.

The course has 30 students and is being run in the evening for three hours. It has five theory papers and practical work including preparation of a project report/case study, preparation of two lessons along with their teaching aids and evaluation tool and working as an instructor/supervisor for about a month.

World Assembly on Adult Education in Bangkok

The International Council for Adult Education will be holding its next World Assembly in Bangkok, Thailand from January 8 -18, 1990. The Department of Non-formal Education, Ministry of Education, Government of Thailand will be hosting the Assembly.

1990 International Literacy Year

The United Nations has declared 1990 as International Literacy Year on the basis of resolution passed in the 23rd session of the General Conference of UNESCO held in Sofia, Bulgaria and in the 42nd session of UN General Assembly.

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The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education visualized as a continuous and life long process. It directs its efforts towards accelerating adult education a process, a programme and a movement.

The Association co-ordinates the activities of various agencies—Governmental and voluntary, national and international—engaged in similar pursuits. It organises conferences and seminars and undertakes surveys and research projects; it endeavours to up-date and sharpen the awareness of its members by bringing to them from all over the world expert views on and experiences in, adult education. In pursuit of the policy, the Association has instituted the Nehru Literacy Award and the Tagore Memorial Award for Women's Literacy for outstanding contribution to the promotion of adult education in the country. It has also instituted the Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of repute and eminence.

The Association has brought out many publications on themes relating to adult education, including the Hindi-editions of several UNESCO publications. It brings out the Indian Journal of Adult Education, Proudh Shiksha, Jago aur Jagao and IAEA Newsletter.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers' 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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on
National Literacy Mission

Indian Adult Education Association

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Editorial

The 41st All India Adult Education Conference organised by the Indian Adult Education Association, in collaboration with the Marathwada University, Aurangabad on October 28-31, 1988, proved to be a great success. Participants from various parts of the country discussed the Document of National Literacy Mission in depth and the various programmes currently being carried out in various parts of the country. The Conference appreciated the objectives, key-issues and the strategies listed in the N.L.M. Document; but at the same time it felt concerned about the non-availability of technopedagogic inputs highlighted in the N.L.M. Document. Another area of concern was the

delay in providing the necessary support to various functionaries and institutions engaged in the literacy programme in various parts of the country. The voluntary organisations expressed their concern about the delay in the matter of the screening of their applications by the State Governments and the consequent delay in the actual disbursement of grants to them. The universities had a different story to tell. They had to come and place their case before the officers of the U.G.C. again and again and still much awaited grants do not reach them on time. The Conference felt very strongly that if the necessary technopedagogic inputs and financial resources are not provided timely the desired results may not be achieved. Another factor which the Conference stressed was that urgent and earnest efforts need to be made from now onwards so that the achievements get reflected in the 1991 Census. The target envisaged for the remaining period of the Seventh Plan, namely to make 30 million people literate by 1990 is, therefore, of great significance. If low percentage of literacy is recorded in 1991 Census the stigma of low literacy rates in the country will continue for another decade. In case the Seventh Plan target is achieved the workers will feel encouraged in their efforts to achieve the target of 50 million set for the Eighth Plan.

The much desired support of the media is yet to be achieved. Well prepared slots on prime time should be televised or broadcast on regular basis in order to create a conducive environment for the success of the N.L.M. The Conference urged upon the Directorate of Adult Education, Government of India and State Resource Centres to prepare the necessary softwares for the purpose without delay.

The Conference recommended that the State Resource Centres should be set up in States where they do not exist at present and the existing SRCs should play the role expected of them. The District Resource Units need to be provided immediately in order to render necessary technical support to the programme at the grass-root level. The Conference also recommended that appropriate committees of selected educational institutions, teachers, youth leaders, mahila mandals and other

officials of various development departments and local leaders may be set up at village/block and district level to ensure speedy implementation of the programme successfully. The Conference also recommended that fullest use may be made of university departments/teacher training institutions and voluntary organisations for the purpose of training of functionaries and preparation of teaching-learning material. This will also augment the resources of the State Resource Centres.

The Conference welcomed the establishment of Jan Shikshan Nilayams to provide post-literacy and continuing education opportunities for neo-literates. The success of the Jan Shikshan Nilayams will depend to a large extent on the 'preraks' who should be full time persons. The J.S.Ns should be developed with the help of all members of the local community.

The Conference laid stress on the role of the students, universities, colleges and secondary schools in the Mass Programme of Functional Literacy. It also recommended suitable incentives for them so that they help in the elimination of illiteracy from among the women, SC/ST and other economically backward sections of the society.

Another recommendation is about honorarium/salaries of adult education functionaries particularly the instructors and preraks. The Conference felt that their remuneration should be commensurate with their work and responsibilities in order to attract the committed and dedicated persons for adult education work.

Apart from the programmes of awareness building and functional improvement the Conference recommended that all adult education centres in the country should promote national integration, small family norms, and encourage participation of people in socio-economic and cultural development programmes.

The Indian Adult Education Association has commended these recommendations to the notice of the Central and State Governments for information and urgent necessary action.

41st All India Adult Education Conference: A Brief Report

The 41st All India Adult Education Conference which concluded in Aurangabad on October 31, 1988 has urged that programmes of adult education and elementary education should be suitably integrated and implemented as they are mutually reinforcing. The Conference recommended that the SRCs should be immediately set-up in those States where these do not exist at present. It also stressed that District Resource Units (DRUs) should also be set-up in order to provide the necessary technical support to the programme at the grass-root level.

The Conference was appreciative of the key issues and strategies of the National Literacy Mission (NLM) but feared that if necessary technopedagogic inputs and financial resources were not provided timely, the desired results might not be achieved.

The Conference noted with concern that grants to voluntary organisations and universities are not released on time. It was greatly affecting the tempo of adult education work and would be a hinderance in achieving the target of wiping out illiteracy in the age-group 15-35 from the country by 1995. It urged that fool proof arrangements should be made for timely supply of funds to these institutions.

It urged the voluntary agencies to prepare innovative, experimental adult education projects for financial assistance from the Central Government. These projects, the Conference felt, should be group and area specific.

The four-day Conference convened by the Indian Adult Education Association in collaboration with the Adult, Continuing Education & Extension Centre, Marathwada University was attended by over 230 delegates from different parts of the country.

In a message, the Minister of Human Resource Development, Shri P Shiv Shankar said that eradi-

cation of the scourge of illiteracy is, no longer a choice between two alternatives or priorities but it has become a matter of life and death for the nation. It has to be an article of our faith and commitment.

The Minister congratulated the Indian Adult Education Association for taking on its shoulders, since 1939, onerous responsibility of promoting literacy and adult education in the country.

Inaugurating it, Shri Shivaji Rao Bhosle, Vice-Chancellor, Marathwada University said that adult education was essential for the development and for proper functioning of democracy. He said that education is the root for human resource development and it should be vigorously undertaken if the country is to move towards the path of progress.

Shri Bhosle also released the Souvenir brought out on the occasion.

Earlier, Dr (Mrs) Sudha V Kaldate, Chairman of the Reception Committee welcomed the Chief Guest and the participants.

Tagore and Nehru Literacy Awards Presented

The Tagore Literacy Award (1987) for outstanding contribution to the promotion of literacy among women was presented to Smt. Lakshmi N Menon, President, All India Committee for Eradication of Illiteracy among Women during the inaugural function of the Conference. The citation of the Award was read by Shri B S Garg, President, Indian Adult Education Association. It says that Smt. Menon has launched a movement for the eradication of illiteracy among women and has toured far and wide in the country to inspire teachers and social workers to undertake programmes of women's literacy and upliftment of status of women.

The 1988 Nehru Literacy Award was presented to Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth. The citation for the Award says that Prof. Parikh started taking interest in adult education and adult literacy work since his student days. He started courses of continuing educa-

tion on employment, health and sanitation for rural areas through the Department of Adult and Continuing Education of the Gujarat Vidyapeeth. The citation further says that he has mobilised educational institutions and about one lakh students in support of mass literacy campaign which has reached to over five lakh illiterates in over 1,000 villages in Gujarat.

The 1988 Tagore Literacy Award was presented to Smt. Anurupa Mukharji, Founder President, Tripura Adibashi Mahila Samity, Agartala. Smt. Mukharji, the citation says, has the distinction of eradicating illiteracy from among women in 20 villages in remote and far-flung tribal areas of Tripura. She also organised classes on First Aid, Nursing, Interior Decoration, Child Care, Nutrition for the tribal women. She provided training to the tribal women for modern handlooms and introduced 1500 modern smokeless chullahs in tribal villages.

In her reply, Smt. Lakshmi N Menon emphasised the need to promote literacy among women and pleaded support from all corners for removing ignorance and superstitions from among them. She said that a lot of money was being spent on higher education and if a part of it could be given to adult education, it could bring enlightenment in the lives of millions.

Prof. Ramlal Parikh in his reply said that the educated have been indifferent to the education of the masses. He said that the rate of growth of illiterates is faster than the population growth rate and all out efforts should be made to check this rising trend. He asked the adult educators not to bother about the criticism of adult education programme and should pursue their cause with vigour and enthusiasm. He said, if one-fourth of the student community comes forward the problem of illiteracy could be solved in a few years. Prof. Parikh said that Jan Shikshan Nilayam will be a powerful institution for motivating and sustaining literacy and will go a long way in creating a learning society.

In her reply, Smt. Anurupa Mukharji said that in Tripura out of 24 lakhs, 6 lakhs are tribal and

the Samithy, in which she is connected, has done a good job in removing illiteracy and creating awareness among women. She appealed to voluntary organisations to take greater interest in education of women.

Presidential Address

Prof. BS Garg, President, Indian Adult Education Association in his presidential address, said that the attitude of the people has to be changed if adult education has to produce results in the country. He said each-one-teach-one programme should be taken in right earnest and if the educated people take upon themselves the responsibility, the 8 crore people in the age-group 15-35 will become literate by 1995 as stipulated in the National Literacy Mission.

Shri JC Saxena, Hony. General Secretary, Indian Adult Education Association in his vote of thanks said that development programmes would not achieve success if people remain ignorant. He asked the people to rededicate themselves to remove the stigma of illiteracy from the country. He emphasised that adult education should be a people's programme with Governmental support.

Shri Saxena said that efforts should be made to achieve at least 50 per cent literacy in the country by 1991 so that the people get inspiration to remove the blot from the fair face of India.

Presentation of the Working Paper

Shri Saxena presented the Working Paper on the theme of the National Literacy Mission (NLM). While appreciating the objectives of the NLM and the various key issues and strategies listed in the NLM document, he pointed out that if the required techno-pedagogical inputs and financial resources were not provided timely, the desired results would not be achieved. NLM required for its success political will as well as active involvement of all educated people, youth leaders, students, teachers, trade unions, farmers' groups. Support of the media, both electronic and print, was required in NLM, he said.

Plenary Session

In the Plenary Session the following major suggestions were made:

- a) Adult Education should be made a part of the curriculum at the university level;
- b) Weightage and incentives to students undertaking literacy work should be given;
- c) Adult literacy should reach the remotest corner of the country and voluntary organisations should be given the responsibility for this work;
- d) Jan Shikshan Nilayams should be set up in every village;
- e) Mass programme of functional literacy should be properly monitored and evaluated to get lasting results;
- f) The creation of environment is essential for the success of the programme;
- g) Missionary spirit has to be aroused for the success of the programme; and
- h) Teachers at the school and university level should be actively involved in this work. It should be made obligatory on their part to make two adults literate before they are confirmed or promoted.

Dr. ML Mathur, Vice-Chancellor, Jodhpur University, in his presidential address said that illiteracy, poverty, and population growth are inter-related and attack should be made on all fronts.

He said that honorarium/salaries to adult education functionaries should be commensurate with their work and only dedicated persons having will-power should be employed for the purpose.

Dr. Mathur said that Vice-Chancellors, Heads of the Departments, MPs and MLAs should be

motivated and unless they get themselves involved in this programme, it will not get the desired results.

He urged the need to relate the 3 R's programme with economically productive work. He feared that if it continues to be only 3 R's there would not be large number of people coming forward for taking its advantage.

Zakir Husain Memorial Lecture

Prof. PN Srivastava, Member, Planning Commission, Government of India delivered the Zakir Husain Memorial Lecture. He said that the adult education programme should not be mere reading and writing but should be related to the vocations of the people. There should be judicious combination of functionality and literacy, he said. The adult education programme should take science to the people to remove their prejudices and should also help in taking the latest technology for increasing their efficiency and productivity.

He emphasised that valuable information gathered from independent evaluation of adult education programme by a number of research/resource centres should be put to constructive use.

Prof. Srivastava said that primary schools, in addition to others, should be used for providing reading material to neoliterates. He regretted that there were no adequate linkages of adult education with other development departments. This, he said, has to be ensured for proper development of adult education.

He said it should be obligatory for different development departments to contribute actively to the quality and content of the programme. Prof. Srivastava emphasised that voluntary organisations, government departments, universities, etc. should work in collaboration for the success of this programme.

He stressed the need to use traditional media such as Bhajan Kirtan Mandali, Ram Leela, Krishan Leela, etc. to pass on the scientific knowledge and value system to the people.

Recommendations

The following recommendations were made by the Conference:

1. The 41st All India Adult Education Conference held in Aurangabad on October 28-31, 1988 welcomes the National Literacy Mission launched in the country. It is appreciative of the objectives and key-issues and strategies listed in the NLM Document, but it feels that if the necessary techno-pedagogic inputs and financial resources are not provided timely, the desired results would not be achieved. The Central and State Governments should take necessary steps to implement the NLM with the full cooperation of the people. For this time-bound programme the Conference stresses that an earnest effort right from now should be started so that the achievements get reflected in the 1991 census.

2. The Conference feels that proper environment for the success of the National Literacy Mission has not been built so far. For creating the environment the Conference recommends that well-prepared slots on prime time should be televised/broadcast on regular basis on television and radio. These will help in mobilising housewives, retired persons, ex-servicemen and all other educated people to participate in this programme in an effective way and would go a long way in creating an appropriate and meaningful environment for this programme. It urges the Directorate of Adult Education, Govt. of India and State Resource Centres to prepare the necessary software for this purpose.

3. The Conference noted with concern that grants to voluntary organisations and universities are not released on time. It is greatly affecting the tempo of adult education work and will be a considerable hindrance in achieving the target of wiping out illiteracy in the age-group 15-35 from the country by 1995. It urges that fool proof arrangements should be made for timely supply of funds to these institutions.

4. The Conference recommends that the State Resource Centres may gear up their machinery to come up to the expectations of all the agencies working in the field of adult education. SRC's should be immediately set up in States where these do not exist at present. Also the District Resource Units should also be set up in order to provide the necessary technical support to the programme at the grass-root level.

5. The Conference feels that appropriate Committees of heads of educational institutions, teachers, youth leaders, Mahila Mandals and other officials of various development departments and local people should be set up at village, block and district levels to ensure the implementation of the programme successfully.

In this connection, the Conference recommends that fullest use may be made of university departments, teacher-training institutions, and leading voluntary organisations for the purpose of trai-

ning of functionaries and preparation of teaching-learning material.

6. The Conference strongly recommends that programmes of adult education and primary education should be suitably integrated and implemented as they are mutually reinforcing. Appropriate linkages may be built between these two programmes and programmes of Rural Development, National Rural Employment Programmes, TRYSEM, DWACRA, Health and Nutrition Programmes etc. and general programmes of poverty alleviation to ensure the maximum socio-economic development and benefits to the people.

7. The Conference welcomes the establishment of Jan Shikshan Nilayams (JSN) to provide post-literacy and continuing education opportunities for neo-literates. These Nilayams are expected to meet the highly diverse and constant growing changing needs and interests of all members of the community, but it feels that to do these jobs effectively the Prerak should be a full-time person and government accommodation should be provided to non-official agencies for setting up of the JSN or alternatively rent free accommodation should be provided. Appropriate use of community buildings and educational institutions should be made for JSN's and local contributions may also be raised to the extent possible.

8. The Conference feels that all universities, colleges and secondary schools should participate effectively in the programme of eradication of illiteracy in their respective areas. Students' involvement in Mass Programme of Functional Literacy would be possible if some suitable incentives are given to them. It urges that the Government should decide about incentives on priority basis so that the task of eliminating illiteracy particularly from among the women, SC/ST and other economically backward sections of our people in the age-group 15-35 could be achieved by 1995.

9. The Conference recommends that honorarium/salaries of adult education functionaries particularly the instructor and Prerak should commensurate with their work and responsibilities so that

committed and dedicated persons are available for the adult education work.

10. The Conference notes with concern that State Governments are not forwarding the applications of recognised voluntary organisations or are taking considerably long time in sending the applications to the Central Government for financial assistance. It recommends that the Central Government should follow its rule of sanctioning grant-in-aid to voluntary organisations if applications are not forwarded within three months by the State Governments in letter and spirit.

11. The Conference urges the voluntary organisations to prepare innovative, experimental adult education projects for financial assistance from the Central Government. These projects should be group-specific and area-specific and the necessary funds for them should be sanctioned on a priority basis under the central scheme of 'Assistance to Voluntary Agencies'.

12. The Conference recommends that programmes of awareness building and functional improvement should receive adequate attention and adult education programmes should not be confined to literacy alone. Adult Education Centres should promote national integration, small family norms and should also promote participation of people in socio-economic and cultural development programmes.

13. The Conference feels that existing arrangements for monitoring and evaluation are extremely inadequate and defective. It recommends that reliable machinery for monitoring and evaluation should be set up at appropriate levels and all the participants in the programme should cooperate with the same by supplying accurate information at the right time.

14. The Conference urges the Indian Adult Education Association to organise some experimental adult education centres and their functioning should be documented and circulated to member organisations and others for their use and guidance in preparation of project proposals and running of adult education centres.

WORKING PAPER

B.B. Mohanty
J.C. Saxena
J.L. Sachdeva

National Literacy Mission

Objectives

The launching of National Literacy Mission (NLM) is a historical event. The Mission objectives are to impart functional literacy to 80 million illiterate persons in 15-35 age-group-30

million by 1990 and additional 50 million by 1995. These objectives are highly commendable as they indicate a time-bound and target-oriented approach.

According to the NLM document, "Functional literacy implies : (i) achieving self-reliance in literacy and numeracy; (ii) becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organisation, and participation in the process of development; (iii) acquiring skills to improve the economic status and general well-being; and (iv) imbibing the values of national integration, conservation of the environment, women's equality, observance of small family norm, etc." It will thus be seen that functional literacy of the type envisaged in the NLM document, is not merely an end in itself; it is indeed a way of preparing man for a social, civic and economic role that goes far beyond the limits of 3Rs. This is what exactly the Teheran Conference of Ministers of Education (1965) envisaged. According to the Conference Report, "Literacy teaching should be resolutely oriented towards development, and should be an integral part of not only of any national education plans but also of plans and projects for development in all sectors of national life". Further, "with a view to deriving optimum results from eradication of illiteracy, a nationwide network of continuing education will be established through new institutional structures, better utilisation of the existing infra-structures, open and distance learning, etc." This objective will pave the way for setting up a learning society and this needs to be supported.

NLM rightly concentrates on 15-35 age-group which is crucial for the country's development. The focus of NLM would be on rural areas, particularly women and persons belonging to Scheduled Castes and Scheduled Tribes, as they account for the bulk of the illiterates. Achievement of the goals of elementary education is considered essential if the 15-35 age-group is not to get continually flooded by new illiterates. Hence the thrust

on universal enrolment, universal retention of children upto 14 years of age and substantial improvement in quality of education needs to be supported. Programmes of elementary education and adult education are mutually reinforcing and, therefore, should be suitably integrated and implemented.

Key Issues for NLM's success

NLM has spelt out the following key issues for its success:

- i) National commitment
- ii) Creation of an environment conducive to learning
- iii) Motivation of learners and teachers
- iv) Mass mobilisation and peoples' involvement
- v) Techno-pedagogic inputs
- vi) Efficient management and monitoring

National commitment should be both in letter and spirit. Approval of the National Policy on Education (1986) by Parliament and support to Adult Education and Literacy programmes in the election manifestos of the various political parties is only a partial manifestation of political will, but this 'will' needs to be put into actual practice. Adequate financial and technical supports need to be provided for the programmes of eradication of illiteracy and promotion of adult education throughout the country. The Prime Minister has identified eradication of illiteracy as one of the six National Missions with a view to applying science and technology for the benefit of the deprived sections of the society and in the areas which are critical to the country's development. National Literacy Mission should, therefore, be closely linked with the other National Missions as the success of each of these Missions depends on the success of the others. NLM can play the key role of dissemination of information, mass mobilisation and people's effective participation for the other National Missions and the various development departments. This approach calls for effective inter-departmental linkages and attitudinal change in our bureaucracy where very often one hand does not know what the other is doing. Success of NLM or for that matter any other developmental programme depends

upon mass motivation, mobilisation and participation of the people as well as the functionaries and beneficiaries at all levels. The NLM document has suggested strategies under three heads:

- a) Nation-wide strategy
- b) Technology Demonstration
- c) Management

Nation-wide Strategy

(1) Increase Motivation

The central issue in literacy, according to NLM document, is motivation. The entire NLM has been designed to face this issue. Motivation of learners and teachers has been listed under key issues. Motivation has been the main problem in adult education programme for the last fifty years and still continues to be so. The average Indian does not demand literacy or want it. No superficial efforts to motivate the learners will sustain their interest.

On the question of motivation, the NLM document has very rightly said that motivation can be aroused if programme is of direct interest to learners i.e., it should result in economic betterment through learning of new skills. But the question is who will provide the new skills? Where is the money for giving new skills? The instructor is not competent enough to undertake this job and there is no money in the budget for undertaking economic betterment programmes. The budget under NLM continues to be by and large a literacy budget. The budget has to be restructured to provide economic betterment opportunities to learners otherwise there will not be enough people coming forward to take benefit of the programme.

Poor motivation among the functionaries, particularly among the instructors is another problem in the adult education programme. For the success of the programme, dedicated and competent workers are needed. Research studies and experience have shown that many of the functionaries look at this employment as a time-filling and/or as a stepping stone to get a better one. This is by and

large due to very little job security, low salary/honorarium and ad hoc nature of the programme.

Studies have also shown that officials appointed by the Government are devoid of proper attitude towards this programme. There is a feeling that unwanted officials are transferred to adult education section. Within the education department, adult education is not given the due status it deserves. Good and competent people will always be looking for transfer.

The adult education instructor is the kingpin of the adult education programme. He is expected to provide educational service to the learners as a part time worker getting a small monthly honorarium of Rs. 100/- for his services. Despite his low level of education and honorarium, he is expected to undertake the main burden of motivating, mobilising and involving the target group in the learning process and organising teaching programme with little assistance from other functionaries. The field level workers find the honorarium too little in view of tedious and frustrating nature of the job. It is still time that we seriously think about the right honorarium for the instructors.

Inputs

Content inputs as well as form related inputs have been designed for motivation-centred programmes within NLM. The content inputs vary from functional education, skill development, economic activity related programmes to religious discourses, bhajans etc. Form related inputs include dedicated instructors, improved learning atmosphere, improved pace of learning, arrangements for continuing education, opportunities to go on excursions and fairs, incentives, awards and recognition with publicity to functionaries and learners. The problem of motivation, it is clear, has been examined in depth and the remedies suggested are appropriate. We can only add that in a country like India with its wide diversities, the inputs will have to be group-specific and area-specific in order to be effective. However, it is for the implementers of the programme to select a package

out of the suggested inputs to achieve the desired results.

(2) Secure People's Participation

After the people have been properly motivated, people's participation should be easy to get. Taking out of jattahs, and training of youth (both student and non-student) will be effective with the support of communication media.

(3) Significantly increase involvement of voluntary agencies

Suitable voluntary agencies will have to be identified and involved in the programme.

(4) Substantially improve on-going programmes

The NLM document states that existing programmes will be continued, but their quality improved by application of proven S & T inputs, better supervision, suitable training, pedagogical innovations etc. We feel that there is sufficient scope for further improvement and harsh decisions will have to be taken to improve the on-going programmes, some of which reveal weaknesses as follows:

Training

Training has been a weak link in adult education programme. Many agencies find it difficult to provide proper training to their instructors due to non-availability of resource persons in their areas. There are other agencies which do not realise the importance of training and start the programme without providing training to the functionaries. The Project Officers and Supervisors/Preraks are not well equipped to provide training to subordinate staff because in most of the cases they themselves have received inadequate training. They are neither enthused nor have confidence and self-reliance necessary for providing guidance and supervision.

In studies regarding the working of adult education centres, it has been found out that over

50 per cent did not get any training in teaching adults and about 25 per cent got training for a very short period. Lack of training hampers the process of motivation and retention of adult learners in the centres.

NLM has taken note of these deficiencies. It has to be seen whether the District Resource Units (DRUs), to be established under the District Institutes of Education and Training (DIETs) will be in a position to provide support in this regard. Under NLM, it is proposed to increase the duration of initial training and provision will also be made for in-service training. Use of educational technology under NLM will strengthen the training programme. The steps are in the right direction, but to make the Organisations/Departments realise the importance of training, which many of them are not realising at present, it is suggested that the grant in the first instance should be released for training only. After successful organisation of training, the balance grant should be given.

Poor Environment

Poor environmental facility in adult education centres serves as a demotivating factor. Shabby classroom with dim lighting and without proper seating arrangements show the priority that we have been giving to people's education.

The NLM document has given some suggestions to overcome this problem. It has said that environment in which they live should be lively, cheerful, relaxing and activities which help them to overcome fatigue and drudgery are organised. The major question is where the centres will be organised. If they continue to be held in instructor's home, they cannot provide congenial atmosphere for learning. They are generally very small in size, with children playing around. What will the boards, charts, etc. do when people do not have proper space to sit. In a study in Gujarat, a few years ago, it was found out that over 60 per cent of the centres were in instructor's homes. This, by any standard, is an unsatisfactory arrangement and should be avoided. Provision for rent should

be there to get a reasonably good place for organization of the centre. Centres which provide better physical facilities attract more learners and show better performance. At the least savings in certain heads should be allowed to be used for paying rent.

(5) Launch Mass Movement

Mass Programme of Functional Literacy, one of the strategies of NLM, needs to be expanded and strengthened involving educational institutions, teachers, students, youth, military and paramilitary personnel, housewives, ex-servicemen, employers and trade-unions etc. We request all our members, individual and institutional, to lend their full support to MPFL mobilising the support of all learners and all educated people who can and should find time to help the former.

(6) Institutionalise Continuing Education

NLM proposes to improve the mechanism for post-literacy and continuing education, particularly through Jana Shikshan Nilayams (JSNs) and through better use of existing institutional facilities, as is discussed elsewhere in this working paper.

(7) Ensure Availability of Standard Learning Material

The structure of technical resource development at the national, state as well as district levels will ensure that material of good quality, and conforming to the objectives of the Mission, become widely available. We feel that there should be no monopoly of governmental agencies in the production of learning material, and voluntary organisations, individuals and universities and colleges should also be able to produce quality material, as it will lead to healthy competition and improvement.

(8) Universalise the Outreach

NLM hopes that by 1990, facilities for literacy learning, continuing education and vocational training will be extended to all parts

of the country. It is difficult to accomplish this task by 1990, more so when production of literacy learning material will be in the spoken language of the beneficiaries, but unless we try hard, we cannot succeed.

(9) Technology Demonstration

Technology demonstration will be undertaken in 40 districts for development, transfer and application of techno-pedagogic inputs, as has been described elsewhere.

Monitoring and Evaluation

NLM proposes to institute computerised management information system to enable a reliable and a steady flow of information needed for improvement in management at all levels. This well designed input, we believe, will improve the system. However, it is doubtful if computerisation on a nation-wide scale will be introduced in 1989-90 (Phase III), for much remains to be done in Phases I and II i.e., computerisation at the District level/State level. We feel that reliable monitoring and evaluation by the existing agencies may be improved and used till such time as computerisation is introduced. Apart from ensuring the reliability of data, we have to see that necessary corrective measures are immediately taken up to improve performance.

Techno-pedagogic inputs

As has been mentioned earlier, National Literacy Mission is a Technology Mission, which means that the inputs of science and technology and pedagogical research are to be fed into the process and programme of curriculum planning and development, material development and production, instruction and communication. It is a Societal Mission, because for the achievement of its goals, there is a manifestation of political will at all levels.

Expressions like "Technology Mission" and "Techno-pedagogic inputs" sometimes appear mythical. Even a word like technology is often misunderstood. Technology is the remarkable product of

creative thinking and labour, and is becoming the main beneficiary of new discoveries in pure research, which greatly determines its development. "In the strict sense", says Hamelink, (1986) "technology should not be equated with technical equipment, but should refer to knowledge. Properly speaking, technology is the total body of knowledge pertinent to the generation, innovation and maintenance of human artefacts, tools machines and systems". As Anil Bordia says: "We are using the word 'technology' not in its literal sense of application of science, but application of a set of new techniques, new methods, new pedagogy, new ways of dealing with adult learning." (The Hindustan Times Sunday Magazine, 4 September 1988).

Some possibilities of the utilisation of techno-pedagogic inputs, as identified in the NLM document, are in the following areas: Lighting Arrangement, Learning Material, Learner Motivation, Training, Literacy Learning, Post-Literacy and Continuing Education and NLM Management. And some of the important technopedagogic inputs envisaged to be applied are in the areas of solar energy, electronic media for education, computer-aided learning, mass media, rapid literacy learning, communication technology, computer-aided learner evaluation, computer-aided publishing, electronic engineering and computer-aided management of NLM, Seven Technological Sub-Missions, together with their respective collaborating agencies, have been identified and research and development (R&D) programmes in the above mentioned areas of techno-pedagogic inputs have already begun in the laboratories of the agencies. Forty technology demonstration districts have been identified where the techno-pedagogic innovation would be demonstrated and details about their applications and feasibility would be fed back to the National Literacy Mission Authority, who would decide about their use and replication in other districts. This is the normal procedure in every technology transfer situation, and particularly in the case of NLM, it is a very complex situation involving many agencies and disciplines which are multi-dimensional. Every technology transfer has socio-economic and cultural dimensions; every techno-pedagogic input, even after its successful

demonstration, has to be applied for quite some-time, before being declared hundred per cent successful in its adoption in a pragmatic situation. This is a time consuming process. However, both NLM and the participating agencies responsible for the Sub-Missions would stand to gain, because the former would be more and more sensitized about the S & T dimensions of adult education, and the latter would discover more and more areas of societal relevance with reference to their respective R&D efforts.

Media

Several communication components are inherent in the Mission Objectives. All the six issues, i.e. national commitment creation of an environment conducive to learning, motivation of learners and teachers, mass mobilisation and people's involvement, techno-pedagogic inputs, and efficient management and monitoring, identified for the success of NLM, are associated with communication. Motivation, the most important Mission Strategy, is a dynamic communication strategy, as well as a communication challenge. In short, NLM, when put into operational terms, is nothing but a series of communication tasks; and it needs a vigorous communication support.

Several communication inputs have been identified by NLM, and four Sub-Missions (Pedagogy/Literacy learning, Teaching Aids & Audio-Visuals, Software for mass media and group media, and Electronic systems - TV, Radio, Audio, VCR, etc.) in the communication field are being handled by the respective collaborating agencies. Creative thinkers, writers, artists, playwrights and journalists are being identified who can write stories, features, plays, scripts and talks on NLM for use by the media. Communication technologies have multiplied the linkage between education and communication. India has developed a good communication infrastructure and communication resource base, and there is no reason why NLM can not take full advantage of the same. The need of the hour is to develop a communication resource base within NLM so that right messages can be designed and conveyed through the right media in a two-way

communication system. According to a recent newspaper report, a suggestion has been made to use video cassette players (VCPs) and specially prepared software to tackle the problem of adult illiteracy. Use of VCPs in the adult education centres may be technological possibility as a feasible electronic system, but the claim that as an educational device it is more effective than the traditional ones, because it bypasses the written word, is not tenable in the face of established learning theories.

Jana Shikshan Nilayam

Following the recommendation contained in the National Policy on Education (1986), the National Literacy Mission has provided for the establishment of Jana Shikshan Nilayams (JSNs) all over the country in a phased manner, with a view to institutionalise post-literacy and continuing education, which was a distinct felt need. As Anil Bordia put it: "In NLM, a programme of literacy begins with establishment of the Jana Shikshan Nilayam with provision of facilities for people to acquire education. The Nilayam includes a library, reading room, a communication centre, a recreation centre, where equipment and material for music and cultural activities are provided, a centre for possible sports activities, a place where people can go and relax, study and continue their education." (The Hindustan Times, Sunday Magazine, 4 September 1988). The JSN is based on a concept which is highly innovative, and if properly organised, is sure to build the foundations of a learning society.

It is doubtful whether a Prerak, who is the main functionary of the JSN, will be able to organise the multifarious activities of the Nilayams, even after the Village Education Committee (VEC) is constituted. Apart from the financial implications, the programmes and activities of the Nilayam demand the involvement of various departments and individuals. This is not going to be easy. Our past experience of the Community Centres in rural areas under the Community Development programme during the sixties has been rather disappointing.

Management

The eight governing principles for Mission Management, according to the document on NLM are: Decentralisation and functional autonomy with centralised control, People's participation, Enabling mechanisms for securing cooperation of collaborating Agencies, Personnel to have professional competence, Induction of women on a large scale, Clear delineation levels of decision making, responsibility and accountability; Flexibility, Innovative methods of selection, training and motivation of functionaries; Provision of adequate funds, including a substantial lumpsum, for innovative initiatives; and use of computers and electronic media as learning aids, in management and for debureaucratization.

The Mission management structure appears to be equally innovative and result oriented. One has to wait and see to what extent Mission management principles will be applied through the Mission management structure for achieving the objectives of NLM. While writing on Technology Missions, (The Hindustan Times, 4 June 1988), SS Gill says that an important imponderable in the success of a mission like NLM is that the outcome of its labours "depends heavily on the ready cooperation and initiative of crores of private individuals operating outside the government and the organised private sector." He further says: "The dominant paradigm of our growth strategies has been that education, communication and technology are the prime movers in the process of modernisation. But this growth model pays scant attention to structural constraints which lie at the heart of the development process."

Keeping in view the various issues raised in this working paper, the Conference may discuss the following five topics in groups:

- Group I : Mass Programme of Functional Literacy
- Group II : Jana Shikshan Nilayam
- Group III : Implementation of NLM
- Group IV : Voluntary Agencies - their role in NLM
- Group V : Linkage of NLM with the Development Sector

Group Reports

Topic: Mass Programme of Functional Literacy

Group I

Chairman: Shri G.S. Sharma

Rapporteur: Shri B.K. Sechachar

In the NLM Document great importance has been given to functional literacy which implies literacy, numeracy, social awareness, acquisition of certain skills and imbibing values of national integration, conservation of environment and population awareness. It is also envisaged that universities should play a pivotal role in this programme utilising the vast potential of the student community in the various universities throughout the length and breadth of the country.

Functional Components

The Group discussed at length about the functional component of the literacy programme and listed out the following components:

1. Scientific information regarding agriculture, horticulture, poultry, sericulture, animal husbandry, etc.
2. Health, hygiene, sanitation and nutrition
3. Population education
4. General awareness regarding postal, bank, medical facilities available and loan and subsidy facilities made available to weaker sections of society.
5. Social afforestation.

Motivation to student participants of the programme

The Group strongly recommends that participation in the functional literacy programme must be made compulsory for all the students of the universities. It should become a part and parcel of the curriculum and a maximum weightage of 10 marks should be awarded to the participating students depending upon the quality of their work. Weightage given to students undergoing NCC training for allotment of seats in engineering colleges and medical colleges and for providing job opportunities should be extended to students participating in NSS and Functional Literacy Programmes.

Students should be properly oriented to participate in the programme by teachers who are themselves trained in the philosophy and techniques of the programme. The training programme may be for a duration of one week. Possibilities of involving XI and XII standard students of the senior secondary schools also be explored and they should be brought into the fold of this programme in a phased manner. Free-travel passes should be issued to the students to visit the assigned villages in the course of the programme.

Women students of the universities can conveniently take up Functional Literacy Programmes in the slums in urban areas.

Selection of the target group

It is found that different agencies such as the universities, voluntary agencies, Government departments etc. may choose the same village and the same target group and thus giving room for overlapping of work. This can be avoided by constituting Coordination Committee at the District Level comprising of the representatives of the universities, adult education departments and voluntary agencies.

After selecting the target group, pre-test should be given to understand the level of the learners. The programme should be properly monitored by the coordinators of the programme.

It should be supplied to all the participants of the Functional Literacy Programme. Cooperation of the voluntary agencies and Anganawadis should be enlisted to supplement this programme.

Duration of the Course

There should be a uniform duration of 150 hours per course in all the universities for this programme.

Motivation to Learners

1. Selection of timings suitable to the learners
2. Organising week-end cultural programmes such as Bhajans, rural theatre programmes, folksongs, etc.
3. Services of the educated ladies and retired officials and enthusiastic house-wives can be drafted for providing motivation.
4. Issuing attractive certificates to the neo-literates at a special function organised for this purpose and publishing their names through the media - viz. newspaper, radio and T.V.
5. Issue of 'green-cards' to neo-literates which will enable them to obtain loans and other facilities extended by the State Governments and banks.

Role of Mass Media such as Radio & T.V.

Radio and T.V. have tremendous potential for promoting Adult Literacy. Programmes specially devised by experts in the field of adult education should be broadcast and telecast. Radio and T.V. authorities should be involved in adult education programmes in a big way.

Role of SRC's

In all the adult education programmes SRCs play a prominent role. They should provide the necessary expertise, learning materials and arrange for the training programmes. They should

gear up their machinery to come up to the expectations of all the agencies working in the field of adult education.

Continuing education for neo-literates

To prevent the neo-literates from relapsing into illiteracy, provision must be made for follow-up programme. Jan Shikshan Nilayams should be set up on priority basis to provide follow-up opportunities for neo-literates.

Role of educated women and housewives

Mahila Mandals, women organisations and individual women volunteers can participate in a very big way in the functional literacy programmes to supplement the programmes of the universities in providing functional literacy programme to rural women and urban women of the slums.

Group II

Topic: Jan Shikshan Nilayams

Chairman: Dr. V.L.N. Reddy

Rapporteur: Dr. Ansuya T. Sheth

The establishment of a Jan Shikshan Nilayam is a welcome step to institutionalise, systematise, and organise post literacy and continuing education programmes on permanent basis for neo-literates in particular and all the people in general. While appreciating and noting the lead and the steps taken by Government of India for effective functioning of JSNs, the Group makes the following recommendations:

- (1) For a JSN, it would be difficult to serve the needs of population of about 5000 persons spread over a cluster of 4-5 villages; there is a need to reduce the coverage in terms of population and villages. Eventually, every village should have a JSN on permanent basis. The funding for continuation of JSN should be provided on permanent basis by the State Government after cease of the funds from the Central Government.

- (2) Particularly in the case of tribal and hilly areas the population coverage fixed for a JSN should be reduced drastically.
- (3) The Prerak may find it difficult to do effectively both the functions of organising a JSN and supervising adult education of NFE Centres, he/she should be freed completely from supervision work and helped to devote his time fully running a JSN on sound lines.
- (4) Though all the nine functions of JSN listed in the document are essential and important, the functions one to three viz. (a) organisation of an evening class for upgradation of literacy and numeracy skills; (b) starting a library; and (c) provision for reading room, should receive priority while organising programmes.
- (5) For organising training programmes, the Prerak should establish rapport with the development departments of the area to utilise the expertise available with them and to build proper linkages with them.
- (6) It may take some time for SRC's to train DRO's staff etc., the expertise available in the localities such as training institutions, colleges, universities, voluntary agencies may be used temporarily for training Preraks to facilitate the starting of JSN, quickly and easily.
- (7) For starting a JSN it is necessary to have suitable and adequate accommodation. In some cases this resource may not be available and hence adequate provision has to be made in the budget for the payment of rent.
- (8) While selecting a village for starting a JSN, preference should be given to the village from which adequate resources are coming forward not only in terms of rent free accommodation but also funds for initiating the programmes.

- (9) After establishment of JSN, if the community is coming forward with the funds for starting additional activities or for strengthening existing activities, the Government should encourage the community by providing fifty percent additional matching grant.
- (10) Existing financial provision for a JSN i.e. Rs. 7000/- non recurring and Rs. 7000/- recurring is inadequate for carrying on various functions and hence needs upward revision, raising atleast to Rs. 10,000/- recurring and Rs. 10,000/- non-recurring, thus revising the total budget from Rs. 14,000/- to Rs. 20,000/-.
- (11) The existing SRCs, SCERTs with the existing resources, already over burdened with the entrusted task of providing necessary support for A.E. and NFE programmes may not be able to cope with the additional demand of providing a variety of supports needed for JSNs. Hence, search for additional resource agencies is a dire necessity. A few well established universities and voluntary agencies possessing the capabilities, expertise, experience, commitment, concern and consideration for the development of community around, may be identified and invited to serve as resource centres specially for JSNs.
- (12) Appropriate linkages between existing rural libraries and JSNs have to be worked out for proper utilisation of facilities available with the libraries.
- (13) Immediate action is called for in the preparation and publication of audio-visual materials (software and hardware) for supplying them to JSN libraries.
- (14) Research relating to JSNs may be encouraged and funded by UGC and Central Government.
- (15) A Handbook for JSN Preraks to facilitate their functioning has to be developed urgently.

Group III

Topic: Implementation of N.L.M.

Chairman: Miss Radha Kumari
Repporteur: Shri S.D. Bareth

Discussion was based on the experience members had while working for the NAEP.

Experience was

1. Education not related with the needs of the learners.
2. Teachers not fully motivated.
3. Learners not motivated.
4. Lack of training facilities.
5. Lack of teaching aid and learning material.
6. Lack of political will/commitment.
7. Administration not very cooperative.
8. Rigidity in the programme.
9. Delay in the release of funds.

Following suggestions were made for effective implementation of the NLM

1. (a) Proper motivation of instructors and training programme for them before they start their field work.
- (b) The training should be minimum for 3 weeks either in phases or at a stretch depending on the local need.
- (c) It should be preferably residential. But if it is not possible, then non-residential.
- (d) Training allowance should be paid to the trainees as they will be losing their wages during the training period.
- (e) Crech facility should be provided while conducting training for women instructors.

2. Survey

In order to avoid duplication/overlapping, proper survey should be conducted and

list of literates and illiterates should be made. This can be done with the assistance of panchayat, local leaders, students, housewives, etc.

3. Low-cost teaching aids and learning material based on the basic needs of the learners be prepared. Also the learning material should cover subjects such as communal harmony, national integration, health and hygiene, nutrition, attitudinal changes, etc. In general it should be growth oriented.
4. The Government should give adequate publicity to the programme and each Ministry and Department should get directions to give their full cooperation.
5. The number of learners should be made flexible.
6. Proper environment should be created for learners.
7. Agencies should be allowed flexibility in the approach of imparting education.
8. Funds should be released without delay.
9. College students and if possible school students should be involved to make it a mass programme. Community meetings, mass contacts should be organised to mobilise learners.
10. Educational institutions should be directed to give room in the school buildings to conduct classes. In villages, community hall, chaupal, temple, could be used for classes. In case none of the facilities are available then the agencies should be given rent allowance to hire a room in the community.
11. Agriculture universities should have adult education departments for their active participation in the implementation of the programme.

12. Adequate honorarium should be paid to the instructors.
13. From time to time planners and implementors should meet and review the progress of the programme.
14. Implementing agencies should be involved actively in decision making and future plan of action.
15. Area committees should be formed to review the progress.
16. Government should recognise cooperatives emerged as a result of adult education programme and help them in marketing their products.
17. Best instructors, learners and other functionaries should be recognised by the Government.
18. Experiments on rapid literacy should be carried out and documented.
19. Proper follow-up programme should be planned to sustain literacy.
20. Computers be used to assess literacy level of the learners and how many have been made literate?
21. In monitoring and evaluation of the classes at the local level, the community, local leaders, instructors, agency and learners should be involved.

Group IV

Topic: Voluntary Agencies - their role in NLM

Chairman: Shri A.H. Khan

Rapporteur: Prof. P.R. Mahurkar

The following suggestions were made by the participants:

I

1. Surveys should be conducted to eradicate illiteracy in a well defined period. Area should be allotted. Some compact area should be selected. This work should be done by voluntary agencies. No illiterate should be left upto 1995.
2. All registered agencies should be involved in eradication of illiteracy. Process of registration may be liberalised.
3. All types of organisations should be associated.
4. Local people's participation should be taken for grass-root planning.

II

1. At State and Divisional levels training centres should be opened. Training period should be for 21 days.
2. Training programme should be provided to instructor/supervisor, area-wise training should be there for local instructors. Local instructor/supervisor should be selected, specially from S.C. & S.T. Their educational qualification should be from 8th to 10th standard. For supervisor/Prerak it should be minimum 12th standard in rural and backward areas.
3. Honorarium for instructors should be minimum Rs. 300/- p.m. at least and for supervisor/Prerak Rs. 500/- p.m.

III

1. Resource Centre should provide training material.
2. Writers workshop at local and regional levels should be conducted and finance should be provided by Government.

IV

1. Provisions should be made for providing financial assistance for technical work. Local and regional resource centres should be approached for preparing audio-visual aids, etc.

V

1. Voluntary organisations should prepare experimental and innovative adult education projects.
2. Monitoring and evaluation system should be regular.
3. Monthly meeting of instructors/Preraks should be organised. Monthly review should be done.

VI

1. Village and slum area education committee should be set up with the help of local teachers.
2. Income generating small projects should be undertaken.
3. National Festivals and local cultural programmes should be celebrated.
4. Local talent should be developed.
5. All local sources should be tapped.
6. Centres run by voluntary agencies and Government should be reviewed and evaluated by an independent agency.
7. Honorarium of personnel involved in NLM should be increased.
8. Release of finance to voluntary agencies should be in time for achieving desired results.
9. Reasonable amount of rent should be paid for setting up of centres.

Group V

Topic : LINKAGE OF NLM WITH DEVELOPMENT

Chairman : Dr. NC Jain
Rapporteur: Dr. V Reghu

The group discussed at length the various mechanism of effective linkages between NLM and development sector. The following are the main recommendations:

(a) **Committee System:** The group feels that the following Committees may be established.

(i) Village/Slum Development Committee. Its main responsibility would be to determine needs of the community, plan a programme and implement it with local participation.

Its meeting should be held at least once a month or whenever needed.

It may consist of:

- (1) Head of village Panchayat.....Chairman
- (2) Supervisor/Instructor.....Member Secretary
- (3) Atleast one representatives of SC/ST minorities and other weaker sections
- (4) Local workers of Rural Development (VLW), Agriculture, Health, School and other
- (5) 1-2 developmental agencies, motivated and dedicated social workers of voluntary agencies with proven record
- (6) Two other Sarpanches especially women.

Members may be appointed by Block Panchayat President on the recommendation of concerned Department or agencies till other mechanism of election is not in force.

(ii) BLOCK/DISTRICT COMMITTEE

The group is not particularly happy with the functioning of current committees. The following are the recommendations to make them effective.

(1) Greater representation from educational and voluntary agencies having proven record of good work as judged by the Presidents of the

District and Block Committee in consultation with concerned subject matter specialists.

(2) Members of the Committee be accountable for the follow up programme and fulfilment of their commitments.

(3) For non-cooperation of certain members, BDO/Collector or concerned officer should report to the defaulters higher authorities for taking corrective action at the earliest.

(4) The membership be around 15 and group work be emphasised i.e. sub-committees on various problems be appointed for intensive work.

(5) More Shramik Vidyapeeths should be established in urban areas to promote developmental programmes.

The above recommendations are also applicable for the State and National Committees.

(iii) State/National Committee

Each State may have several sub-committees for voluntary agencies, universities and colleges and RFLP/SFLP. Their Chairman and at least one other member be members of State AE Authority in addition to members of Development Departments and elected representatives.

III. For effective coordination and linkage members be given suitable training in team building, parliamentary procedure and communication skills.

IV. Suitable incentives and rewards may be given to individuals and groups for outstanding performance in linkages regularly.

V. Financial allocation be increased to strengthen functionality component, continuing education and post-literacy in association with concerned development departments and libraries respectively.

VI. The programme should be reviewed every quarter so that fast corrective action is taken.

Zakir Husain Memorial Lecture

P.N. Srivastava

Education—Important Tool for Advancement

I feel honoured and greatly appreciate this opportunity of addressing this distinguished gathering of Educationists, Educational Administra-

tors and Planners in this historic city of Auran-
gabad. It is the most crucial time in the history
of education in our country. We are in the midst
of implementation of new educational policy. We
are also on the threshold of the Eighth Five Year
Plan. The deliberations of this Conference will
help in the formulation of the next Plan. We are
grateful to the Indian Adult Education Association
for providing us an opportunity to meet and dis-
cuss the problems of Adult Education, which has
been accorded a very high priority in the new
education policy.

Dr. Zakir Husain in whose memory these series
of annual lectures are being organised had not
only occupied the highest position in the country
as President of India but was a great educatio-
nist. He had been a prominent figure in the domain
of Indian education for over four decades. He
completed his college education at the Aligarh
Muslim University and later on left for Germany
for higher education and took his Ph. D. in 1926.
He had been the founder of Jamia Millia Islamia
and had elaborated the ideas of Mahatma Gandhi on
Basic Education. Had we implemented the principles
of basic education as propounded by Mahatma Gandhi
and Dr. Zakir Husain, most of the problems which
we are facing today in the field of education
would not have been there. Dr. Zakir Husain was
appointed Vice-Chancellor of the Aligarh Muslim
University in 1948. In 1954 he was elected Presi-
dent of the World University Service. In 1957 he
was appointed Governor of Bihar and was a delegate
to the first General Conference of UNESCO. A keen
supporter of the principle of education through
craft, Dr. Zakir Husain has always advocated the
introduction of the purposeful education from the
elementary to the University stage so as to fur-
nish future citizens of India with wherewithal to
participate in the gigantic tasks of national
reconstruction and regeneration.

Our population is growing fast. A large num-
ber of people are moving from rural to urban
areas, which is creating enormous problems and the

scenario is also changing in the rural areas. The old practices of agricultural production and living style are being affected rapidly. New technologies of production are reaching the villages. According to the Seventh Five Year Plan, technological advances and creation of needed infrastructural facilities are necessary features of the development process. Human factor is the most crucial in the proper utilisation of the technological advances planned in the country. In the absence of well-informed population, it is not possible to take full advantage of various inputs in different fields. For this the education of the masses is the most important instrument to make them aware of the new developments, latest researches and technologies which are being developed in laboratories. The planners in our country therefore, accorded a very high priority to education in the First Five Year Plan. This is what they said in the very first Plan.

"Education is of basic importance in planned development of a nation. The educational machinery will have to be geared for the specific tasks which the nation sets itself through the Plan so as to make available in the various fields personnel of suitable quality at the required rate. The educational system has also an intimate bearing on the attainment of the general objectives of the Plan in as much as it largely determines the quality of the manpower and the social climate of the community. In a democratic set up, the role of education becomes crucial, since it can function effectively only if there is an intelligent participation of the masses in the affairs of the country. The success of planning in a democracy depends also on the growth of the spirit of cooperation and the sense of disciplined citizenship among the people and on the degree to which it becomes possible to evoke public enthusiasm and build up local leadership. It is essential for the successful implementation of the Plan that the educational programme helps to train the people to place responsibilities before rights and to keep the self-regarding outlook and the force of the acquisitive instinct within legitimate bounds. The educational system should also satisfy cultural needs, which is essential for the healthy growth

of the creative faculties, increase the capacity for enjoyment and develop a spirit of critical appreciation of the arts, literature and other creative activities. The fulfilment of the objectives mentioned above will lead to the development of an integrated personality in the individual which should be the first and foremost aim of any system of education." Unfortunately this was not sustained in future plans. If only this would have been done, neither would our population have been so large today nor our problems.

The history of all the developing countries has established beyond doubt that literacy and extension of appropriate educational facilities into the remotest parts of the country had been the most important factor which was accomplished in the early stages of their economic development. It is also known for certain that rapid economic expansion and the industrialisation of any country cannot take place until 70-80 per cent of the population is literate.

In India the major short-comings facing educational system have already been well documented by the Ministry of Education recently. The expenditure on education should be considered as investment in human beings which has very high returns. In this context relevant para of the Seventh Five Year Plan is quoted below:

"Human resource development has necessarily to be assigned a key role in any development strategy, particularly in a country, with a large population. Trained and educated on sound lines a large population can itself become an asset in accelerating economic growth and in ensuring social change in desired directions. Education develops basic skills and abilities and fosters a value system conducive to, and in support of, national development goals, both long term and immediate."

Covering the entire population under the programme of Adult Education is the most formidable and challenging task. Although the percentage of literacy improved from 16.6 per cent in 1951 to 36.2 per cent in 1981, in absolute numbers the

total illiterate has grown. India had 300 million illiterates in 1951, the number in 1981 was 437 million (roughly 46 per cent of the world's illiterate population). According to the World Bank documents, India will have the dubious distinction of having the largest concentration of illiterate population (500 million) in the world by the turn of the century. We only hope we will be able to correct this because of the steps that we are taking in the National Literacy Mission. Among the 34 countries in the low income group, the literacy rate in India is 36 per cent as against 58 per cent for the group. The most crucial segment of the population from the point of view of the quality of future generation is women, but against the national average of literacy of 36.2 per cent, the rate amongst the women was just 24.8 per cent in 1981. The percentage is much worse amongst the scheduled castes and scheduled tribes. There are many parts of the country where the literacy rate in women is less than 5 per cent. The development has been uneven among States and different regions of the country. While Kerala had the highest literacy rate of 69 in 1981, the State of Arunachal Pradesh had the lowest literacy rate of 20. The states of Andhra Pradesh, Madhya Pradesh, Uttar Pradesh, Bihar and Rajasthan had literacy rates below 30.

In our Constitution, the people of our country have been promised Social, Economic and Political Justice, Freedom of Speech, Equality of Status & Opportunities. This would, however, remain a dream unless the masses have equal opportunities for education. Education is one of the most important tools for advancement. With more than half the persons in our country being illiterate we cannot have advancement, equality and economic development. In an illiterate society, their exploitation is bound to continue. It is because of lack of education that we will have the problems of bonded labour and untouchability. The need of education for socio-economic development needs no emphasis.

It is all the more applicable when we reach the most remote and backward areas where the literacy rates are very low. Some of the most modern and sophisticated factories are being

established in the most backward areas of our country, i.e., Heavy Machinery Plants, Heavy Foundries and Forges are located at Ranchi, Zinc Smelter at Udaipur which have large concentration of tribal population. Incentives, are being given to the private sector for location of plants in no-industry districts. Dams or rivers are located in the areas inhabited by tribals but they are not getting the benefits from these developments. With rapid economic development of some of the areas the benefits of developments may not reach these people because of lack of education. A number of studies undertaken by the Research Organisations has pointed out that the tribals get jobs as unskilled workers at the time of construction of dams and factories and after the completion of these they become unemployed and in certain cases their status and economic conditions become worse. This is because of non-availability of education training and skills. They are exploited after the opening up of these areas by the outsiders. One of the answers to these problems is development of education and training of these people. The adult education programme among these people should be an integrated part of the development process for these areas. Special attention therefore needs to be paid in the planning of adult education for these groups of people.

Several studies have also demonstrated the need of education for getting appropriate advantages of schemes like Integrated Rural Development, National Rural Employment Programme, TRYSEM, etc. In this context, it would be of utmost importance to give greater attention to improve literacy level to beneficiaries covered under various schemes of rural development as well as poverty eradication programme with a view to promote awareness of programme, objectives and the benefits expected to be derived from the scheme.

It is acknowledged that we have steeped in the mire of ignorance and prejudices which stand in our way of adopting scientific approach in life. In the adult education, tasks ahead are to take science to the people to remove their prejudices, make them aware of the problems facing them and even develop national integration among them, and take the latest technology for increasing the

productivity and make them aware of their rights and duties.

Adult education should not be merely confined to reading and writing, though it is important, a major part of the adult education should be concerned with efficiency and productivity. Our farmers who constitute the bulk of the population should be equipped through adult education to handle complex problems at the operating level. Today in our country about one-twelfth of the food produced is wasted in the post harvest operations. In case we can adopt the latest technologies of preserving food, our income can go up without further efforts by one-twelfth. The returns from adult education can, therefore, be very high. On an average, one-third of our agricultural production is lost in storage or destroyed by pests. The adult education programmes such as Social Education, Gram Shikshan Mohim, Rural Functional Literacy Programme (RFLP), National Adult Education Programme (NAEP) implemented in the country suffered from one weakness or the other. Literacy component in social education remained a marginal activity. Community participation was practically nil. There was no tie up of this programme with other development programmes. Gram Shikshan Mohim became popular for a short period in Maharashtra but it was primarily a literacy programme and it was not linked to development of social awareness. The programme also lacked adequate provision of follow up and the people lapsed into illiteracy. Farmers training and Functional Literacy Programme was one of the first planned effort where literacy was considered an essential input in the development of agriculture. The literacy component was built around agricultural practices so that they could use it in securing necessary information for promoting their produce. The inter-sector coordination which was well conceived in this programme, however, did not click and the programme did not show the results as expected. The absence of post literacy facilities was also a major handicap in this programme. The National Adult Education Programme launched in 1978 also lacked coordination with different departments and development agencies, the components of functionality and awareness were missed and the programme did not provide for post literacy ser-

vices. In almost all the programmes one thing or the other was lacking. The National Policy on Education (NPE-1986) lays down that "the whole Nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age-group". The proposed mass literacy programme would include, according to NPE, "in addition to literacy, functional knowledge and skills and also among learners about the socio-economic reality and possibility to change it". It is also proposed to follow it up through the establishment of continuing education centres (Jan Shikshan Nilayam-JSN). It is also envisaged to organise need and interest based vocational training programmes. Some of the defects in earlier programmes are being removed through the new programmes. A close watch is, however, required to be kept on the programmes so that there is no gap between the intentions and the actual implementations.

For the programme to be successful the following conditions must be fulfilled:

- (i) The programme should be local specific according to the local needs. One stereotyped programme drawn up at the Central or State levels will not succeed. The needs of different regions, areas and groups of people differ vastly in the country. The programme and the content of the training programme should, therefore, be according to the local needs.
- (ii) The emphasis should be on increasing the output of the people. Masses are not interested in mere reading and writing. The entire programme should be related to the vocations of the people. There should be judicious combination of functionality and literacy.
- (iii) At the moment, the programme of Adult Literacy is mostly a Government sponsored programme. The task ahead is of such a magnitude that there is need of mobilising the entire community. Something of the spirit of Gram Shikshan Mohim needs to be revived and local communities should be actively involved in literacy drive.

- (iv) Recently there has been revolution in technology. Radio, T.V., V.C.R. etc can be used for imparting information to our people. Some of these inputs are proposed to be provided under NLM. These Techno-pedagogical units include rapid literacy learning methods, teaching/learning aids just mentioned and improving the environment of Adult Education. There is, however, need for greater reserach in this field and production of improved programmes in the form of audio-video cassettes and films. Today T.V. is a most powerful medium for giving education and information to masses. Its potential should be fully utilised for the purpose of Adult Education in the country. This will be one of the cheapest methods to spread Adult Education in the country.
- (v) One of the weak points of Adult Education Programme so far has been lack of research on methodologies of adult education, on the best methods of motivating adults, quickly achieving desired learning levels and proper evaluation of Adult Education Programmes by independent research institutions. This needs to be intensified and the valuable information gathered from independent evaluation of adult education programme by a number of reseach/resource centres should be put to constructive use.
- (vi) 'Continuing Education', as elaborated in the Programme of Action for implementation of NPE is an indispensable aspect of the strategy of human resource development and the goal of creation of a learning society. Today in our educational system there is huge wastage. Hardly 50 per cent of those who join class I reach class V after 4 years of schooling. Fifty per cent of those who appear at public examinations at secondary and senior secondary stage of education fail. At the university stage, a large proportion of students who graduate are unemployable and swell the ranks of the unemployed in the Employment Exchanges. We should ensure that those who gain literacy

do not lapse into illiteracy again. Interesting reading material for the neo-literate should be available to every neo-literate at regular interval. Today we have a primary school in almost every village. This institution in addition to other should be used for providing reading material to neo-literates.

- (vii) At present there is no adequate linkages of adult education with other development departments. This has to be ensured for proper development of Adult Education Programmes. It should be obligatory for different development departments to contribute actively to the quality and content of the programme and link to their programmes. Adequate machinery is required at various levels to achieve this objective. This should also be ensured that there is no duplication of efforts.
- (viii) In our society there are large number of traditional methods such as Bhajan Kirtan Mandali, religious places, celebration of festivals like Ram Leela, Krishan Leela etc. These should also be exploited to pass on the scientific knowledge and value system to the people.

Mahtama Gandhi declared illiteracy as our sin and shame. We should also contribute in the removal of this sin from our country. This problem can be solved in a short period if lakhs and crores of educated people take upon themselves to eradicate the evil of illiteracy. Vidya Dan used to be considered to be the most pious in our country and we should revive this spirit. What we need is a new dynamism and determination. The best tribute we can pay to Dr. Zakir Husain is to eradicate illiteracy from our land.

The success of literacy programmes in many developing countries marks one of the most striking educational achievements of the recent past. India has still to show this success. Whatever this approach, the measure of success will have to be whether reading and writing skills have been

effectively acquired and retained by the largest population. This is a gigantic task, especially in the case of mass literacy campaigns conducted in educationally backward, remote and poor rural areas. For such a campaign to succeed, some conditions appear to be necessary and imminent which I have already enumerated, A sustained political will must stand behind the campaign and support it all the way, down through the administrative structures. There has also to be a tangible change in the non-educational dimensions of rural life so that literacy is relevant and an accelerator effect can set in.

We have a vast resource of literate youth both rural and urban, who possess some measure of literacy and education. They form an increasingly restless, discontented and explosive section of our rural society. We should take advantage of them and primary attention should be focussed on them. With little bit of training, they can be developed into a major national instrument for rural transformation. They can thus be converted into the country's most precious resources of energy and vitality to be used for the preparation of the future.

The National Literacy Mission has been launched and we have to get to work with all seriousness in meeting the challenge of eradication of mass illiteracy. We have to see that the New Education Policy of 1986 does not meet the same fate as that of the Education Policy of 1968. The analysis of developments over the last two decades makes it clear that the desired improvements did not materialise because neither the resources nor the measures for restructuring were commensurate with the imaginative and purposeful thrust of the Education Policy adopted in 1968. It is sad that the warning given by the Education Report was permitted to go unheeded. The report had emphasised that the eradication of illiteracy will be faced resolutely and realistically and they were convinced that the indifference to it will not remain unpunished. Alas! the indifference has remained unpunished. It is never too late and being an optimist I am sure the Nation will rise to the occasion which will be the best tribute to our leader Dr. Zakir Husain.

Resource Support of Universities for Effective Functioning of Jana Shikshan Nilayams

Various Adult Education and Non-formal Education Programmes are organised by Central and State Governments, Voluntary Organisations and Universities on a massive scale to liquidate illiteracy at the shortest possible time. Jana Shikshan Nilayams (JSNs) are being established to maintain the initial literacy skills required through said programmes.

The functions of JSNs include (1) Organisation of evening classes, (2) Provision of library with suitable literature, (3) Organisation of training, (4) Organisation of sports and adventurous activities, (5) Provision of recreational and cultural activities, (6) Supplying information on development activities and (7) Working as a communication centre.

Various developmental departments of government, voluntary agencies and educational institutions have to provide resources available at their disposal for effective functioning of JSNs. The educational institutions particularly Universities have a vital role in acting as a primary resource base for promoting, strengthening, advocating and leading various functions of JSNs. The Universities can facilitate the effective functioning of JSNs by providing resource support in the following ways.

1. Training
2. Research
3. Teaching
4. Preparation and publication of materials
5. Co-operation, Co-ordination & Promotional Activities
6. Other supports

1. Training

The Universities can act as resource centres for training of preraks, volunteers, and master trainers such as Assistant Project Officers (JSN), Project Officers, District Adult Education Officers, Deputy Directors etc., who are in charge of organising JSNs. They can organise in-service and orientation courses for the above functionaries for up-dating their knowledge and skills. They can also organise training programmes for leaders of youth organisations in rural theatre, puppetry etc., They can involve various departments like Home Science, Population Studies, Botany, Zoology, Chemistry etc., in organising the programmes apart from involving the functionaries of the development departments. They are the right agencies for training of JSN functionaries as they possess the required academic expertise, demonstration projects, hardware equipment, library and reading facilities.

The following course outline is suggested for training of preraks keeping in view the functions they have to perform:

- Role of a prerak in organising adult education centre
- Functions of a prearak/volunteer
- Methods of teaching adult literacy
- Motivating the neo-literates for continuing education,
- post literacy and follow up activities
- Role of population education in the socio-economic development of the nation
- Legal literacy
- Science for masses
- Environmental education
- The importance of medical and health care departments for the development of society
- Awareness on various development programmes
- Psychology of NFE participants
- Field visits to demonstration projects on agriculture, animal husbandry and co-operatives

- Khadi and village industries
- Rights/and responsibilities of a citizen
- Social evils and its effect on community
- Functioning of local self-governments
- Preparation and usage of low cost visual media
- Methods of adult education (role play, discussion, demonstration, simulation etc.,)
- Organisation of recreational and cultural activities in JSNs
- Organisation of sports, adventurous activities, field visits and cultural programmes for neo-literates
- Training for organising income generating programmes for improvement of economic status of weaker sections of the community
- Proper maintenance of TV, VCR etc., supplied to JSNs.

2. Research

Research support for JSNs can be of survey, experimental and action types. Research is to suggest the ways and means for the effective functioning of JSNs. Policy decisions, methods of monitoring and evaluation, training, motivation etc., can be modified accordingly. The suggested topics for research are the following:

- Evaluation of materials of post literacy and follow up activities.
- Evaluation of continuing education programmes for different clientele groups
- The extent of improvement of literacy for neo-literates attending JSNs
- Policy implications required for effectively organising JSNs
- Efficiency of various training techniques
- Participatory research on training of functionaries
- Modern communication technology - Implication for communication in JSNs

- Application of literacy skills for development
- Identification of the drop-outs, pass-outs of NFE and formal education
- Identification of continuing education programmes to be organised for neo-literates by JSNs
- Identification of the strategies for maintaining the literacy skills once acquired by the learners
- Development of instruments for assessing the achievement of neo-literates for establishing equivalents and help them to join formal stream of education
- Identification of development agencies and appropriate media for direction of developmental information of the locality to the learners
- Identifying appropriate income generating programmes for developing economic status of weaker sections of the locality concerned
- Identifying the recreational activities to be provided by JSNs
- Developing strategies for effective utilisation of leisure time to the neo-literates
- Identifying the literature already available and the agencies or sources from which the literature can be procured
- Developing strategies for linking JSNs with existing rural libraries
- Identifying of problems faced by adults for discussion and solution at charcha mandals
- Evaluating the impact of JSNs
- Identifying the problems faced by functionaries organising JSNs
- The adequacy of the administrative structure suggested for JSNs
- Characteristics and qualities of an effective prerak
- Identifying of roles and functions of prerak as perceived by learners, preraks, APO(JSN) and community leaders and their perceptual gaps

- Identifying the community resources for utilisation by JSNS
- Development of instruments suitable for monitoring
- Adjustment problems of old people to provide appropriate programmes through JSNS
- Preparation of directory indicating the materials for neo-literates
- Awareness identification programmes of rural people in the areas - health, nutrition, agriculture, animal husbandry, legal knowledge, population problems, environmental education etc.,

3. Teaching

- (i) The University and Degree Colleges may start short duration certificate courses suiting to the special needs of JSNS like the following:
 - Certificate course in organisation, administration and management of JSNS
 - Maternal and child care
 - Nutrition
 - Health-education
 - Home and family life education
 - Environmental education
 - Poultry
 - Preparation of literature for neo-literates
 - Certificate course in library science with special reference to JSNS
 - National integration
 - Population education
- (ii) Extension lectures on developmental themes, national concerns and goals at the University for the benefit of the students and the community around.
- (iii) Including JSNS as a topic in B.Ed., M.Ed., and Adult Education courses at graduate and post-graduate levels in one of the papers/subjects covered in the course.

4. Preparation and publication of materials

Preparation of books, booklets, leaflets, pamphlets, folders etc. for use in JSNs in the areas like health, agriculture, sanitation, animal husbandry, co-operatives, development programmes, legal education, science for masses, environmental conservation, administration of government, social evils, population control, income, generating employment facilities, child development, adulteration of food stuff, savings and credit facilities, special programmes for downtrodden sections, policies and future programmes of government for the upliftment of all sections of society.

- Preparation of motivational and publicity materials to popularise JSNs
- Preparation of newspapers, wall papers, journals for utilisation in JSNs libraries
- Preparation of slides, cassettes, cartoons, pictures for use in JSNs
- Training manual for the training of preraks and volunteers
- Preparation of radio scripts and developing material on relevant themes for utilisation through traditional media like harikatha, burrakatha, puppetry, dramas etc.
- Preparation of training packages on a variety of vocational and income generating programmes
- Preparation of handbook for preraks to provide guidelines to discharge their functions effectively

5. Co-operation, Co-ordination and promotional activities

- Providing co-ordination to various agencies namely, Government, Universities and Voluntary organisations about their programmes and activities and ensuring the effective utilisation of the human and physical resources for the overall development of the locality.
- Providing resource support to SRCs, RPCs, Government and other agencies in

organising training programmes for functionaries and vocational courses for neo-literates

- Securing the periodical, quarterly and annual reports from JSNs, DAEOS and DEOS and providing information about the progress and problems of JSNs to the Central and State Governments and thus monitoring the programmes.
- Providing technical support and guidance to various agencies for providing facilities to neo-literates in material preparation, monitoring and evaluation.

6. Other supports

- Provision of accommodation in the formal institutions for starting JSNs
- Sparing facilities (library, reading room, sports and games material, recreation halls, play grounds, meeting hall, audio-visual aids) for utilisation by JSNs.
- Staff members, research scholars and students of the educational institutions can act as resource persons in the training programmes organised in JSNs
- Organisation of exhibitions and demonstration for dissemination of information in different development areas, national concerns and goals
- Collection of the printed information available with developmental departments and distributing the same to different JSNs
- Providing a separate reading room for neo-literates in the University library
- Developing a separate library specially to cater to the needs of neo-literates with appropriate, suitable, adequate

books, journals, newspapers and periodicals

- Helping to establish linkages between JSNs and local libraries
- Printing the materials useful for JSNs by the University press
- When preraks are on supervision to NFE and Adult Education centres students of NSS, NCC, Adult Education can offer their services to act as volunteers
- Students can help the preraks in selecting a suitable village and place for starting the JSN and securing rent free accommodation for starting JSNs
- Students can motivate and encourage the pass-outs and drop-outs of formal and non-formal education streams to participate and get benefitted from JSNs.

Conclusion

The Universities resource supports specified are only suggestive but not exhaustive. All the educational institutions, voluntary agencies, youth organisations and public in general and government departments - particularly related to human resource development should necessarily care and share their existing facilities maximally for successful functioning of JSNs. The existing SRCs, SCERTs with the existing resources, already overburdened with providing necessary support for adult education and non-formal education programmes may not be able to take the additional task of providing a variety of supports needed for JSNs. Effort for alternative arrangements is a direct necessity. A few well established Universities and voluntary organisations possessing the capabilities, expertise and experience, desire, guide, commitment and concern and consideration for the development of rural community may be identified and entrusted with the task of serving as resource centres specially for JSNs.

National Literacy Mission—An NGO Perspective from the Field

The National Literacy Mission is a Mass Literacy Campaign inviting everyone join in this national effort. The Mission takes the basic value from the conceptual understanding that Development is not just about bridges, roads and factories - it is basically about people. The people of this country are the key resource to contribute in its development. The large mass which lives in rural and urban areas makes an important human resource and its development can help in accelerating the process of development and change. Eradication of illiteracy and ignorance, is an important component of human resource development. It is an important step for the Ministry of Human Resource Development that National Literacy Mission (NLM) is taken as one of the five Missions launched in the country to push forward the concept of people development. Consideration by the Ministry to give special status to literacy shows the political will of the Government. This emphasizes the spirit of campaign for N.L.M. In the document issued by the Ministry of Human Resource Development this political will is pronounced as follows:

"The Technology Mission for Eradication of Illiteracy (TMEI) is Societal Mission which implies, that there is a political will at all levels for the achievement of Mission goals, that a national consensus can be created for mobilisation of social forces, and mechanisms can be created for active participation of the people through energisation of their latent potential with the ultimate objective of promoting a qualitative change in their living and working conditions".

In this paper I will first outline some of the basic features of the NLM and then present our perspective from the past experience in the field of adult education - at the level of operating the project and other understandings of mass campaigns.

In the later part of the paper, I would outline what Indian Adult Education Association and other constituent members can do in collaborating with this national level campaign on literacy.

I

The document issued by the Ministry of Human Resource Development on National Literacy Mission is a proposal which has considered the dimension of the illiteracy. The staggering figure of 110 million illiterates by 1991 in the age group of 15 to 35 if the existing trend continued is a big challenge, hence present action to organize a mass campaign is not only inevitable but timely.

It is interesting to note that the relevance of literacy is seen in the term of Universal Primary Education for children, infant mortality, health of children, fertility rate and women's confidence and self image. These factors are different than the usual factors associated in economic and/or development as in the earlier programme of Farmers Functional Literacy Programme.

The document also outlines the strength and weakness of the National Adult Education Programme (NAEP) and tries to build-in these in its approach. The strength in terms of women's motivation and participation, coverage of SC and ST on higher side, feasible project approach, contribution of Resource Centre in developing materials and infra-structure and staff were supportive of the programme where as the problems outlined were as follows:

- ". The quality of training of functionaries was poor.
- . The monitoring system lacked credibility, there was considerable misreporting.
- . The learning environment in adult education centres was bleak, lighting arrangements were poor.
- . Mass Media did not provide any support.
- . Voluntary agencies did not receive cooperation from State Governments and the procedures for their involvement discouraged them.

- Learners' participation was irregular and there was considerable drop-out.
- Achievement of literacy level was generally below the expectations and the component of functionality and awareness remained weak.
- Absence of post-literacy and continuing education arrangements adversely affected the programme.
- Political and administrative support of the State Governments and Panchayati Raj institutions was not forthcoming in a sustained manner."

The problems in the field of training, learning environment, learners participation, State and Block level, political and administrative support to the programme in general and voluntary agencies in particular was based on 56 studies instituted by the Government of India - consideration of these factors in preparing NLM would certainly help the mass programme.

The objectives of the NLM are presented in the following form in the document:

"In specific terms, eradication of illiteracy implies that persons made literate would

- achieve self-reliance in literacy and numeracy.
- become aware of the causes of their deprivation and move towards amelioration of their condition through organization, and participation in the process of development.
- acquire skills to enable them to improve their economic status and general well-being.
- imbibe the values of national integration, conservation of the environment, women's equality, observance of small family norm, etc.

With a view to deriving optimum results from eradication of illiteracy, a nation wide network of continuing education will be established - through new institutional structures, better utilisation of the existing infrastructures, open and distance learning, etc."

The objective is beyond the simple reading and writing skills, and includes some of the national development goals. The target group is identified as rural people particularly women and persons from scheduled caste and scheduled tribe.

The strategy to take up the programme is on the basis of global strategy, technological demonstration and management system. In the strategy there is emphasis on motivation of the people, their participation in the programme and increased involvement of voluntary agencies. Along with the project approach, there will be mass programme of literacy through involvement of youth, teachers, paramilitary persons, housewives, etc.

In the technological demonstration an effort is being made to organize special project with development, transfer and application of technopedagogic inputs. First in 40 districts, which would be extended later.

For managing the whole system, several measures will be taken, both at the national and state level to give an efficient operation as mentioned above. A specific approach is adopted based on the governing principles for managing the whole Mission at the District, State, and National level.

The question on motivation, people participation, involvement of voluntary agencies and improvement of on going programmes as well as mass programme of functional literacy are taken as different factors to improve the literacy programme implementation. The distinct plan for continuing education is also taken into consideration through Jana Shikshan Nilayam.

Both at the organizing and content level of the programme several measures are also provided in the form of materials, trainings and use of different electronic media.

II

I feel that the planning of the National Literacy Mission is based on what one can call mass campaign approach. When one studies the campaigns organised at the national level "by many countries, the objectives taken in those campaigns have - economic, socio-structural, cultural and political context. The successful literacy campaigns conducted in Tanzania, South Vietnam, Somalia, Ethiopia, Nicaragua have used literacy not only for economic development but also to help redress oppression, and injustice. When we look at the objectives of NLM, to some extent we do find some ideological commitments by our government. But the people behind the programme must also be committed to see the goal of this campaign as a process of social change in the communities where illiteracy, ignorance, exploitation and oppression goes on. This national commitment should percolate through whole nation including our members of Parliament. NLM outlines a strategy at the field level very well but the translation of political will would need careful planning and implementation at upper echelons.

In the National Literacy Mission the problem of motivation has been identified as a key problem. But if we think that people are to be involved in socio-economic programme than the nature of this Mission goes beyond the literacy centre. This means it has to be seen as a total learning process with the people, for the people. The mobilization process by the people to analyse their-own situation and study of the system with them would create much more successful learning centres. These mobilization efforts should be supported by Media, Village education committee, Discussion groups and different agencies which are identified in the Document. The point that I am trying to emphasize here is as specific need of a mass level, mobilization on an area basis

particularly by the agency which is starting to take up this programme with the people. This would mean to help in planning the whole process as well as creating the movement which would sustain the programme, because one of the major difficulties in the literacy programme has been sustenance. The NLM document talks about people's participation in the terms of media and communication, village education committee Jatha's, but I would like to suggest one step more and that is analysis of the problem of illiteracy, ignorance, and oppression by the people before the programme is started. This would then help many questions of motivation which are raised in the Document.

The other aspects of the programme that is emphasized in NLM is Techno-Pedagogic Inputs. I find that there is a lot of emphasis on the physical materials, and other instructional aids. I know that this would certainly improve the programme, but I would also like to state that there is much higher need on evolving processing which would prepare people who are behind the programme, i.e. the teachers, preraks, project officials, administrators. A very genuine and effective mass strategy needs a very unique training because the need is not only in the area of skill development but awareness and cognition taking the learners to a commitment level to the cause. The quality of personality behind the programme needs much more importance than only improvement in the materials. Even in the evaluation of NAEP, this has been seen as the most important factor for the failure of the programme.

III

Now I would like to discuss what the members of Indian Adult Education Association can do in this mass literacy campaign. In the document itself it has been recognised that voluntary organizations will be involved in large numbers. This is a happy augury. This provides us opportunity to plan something at a mass scale. I propose that the Indian Adult Education Association (IAEA) should take the challenge to initiate a mass campaign involving some selected members. We the 250 odd

institutional members of IAEA should be involved in this programme. It should select organizations to launch a literacy programme. These programmes should be developed alongwith organizations who are interested to take part in this mass programme. The IAEA should select some of its constituent members who have special background in organizing training, publishing learning materials, development of audio-visual aids state-wise. There is no need for any competition, we should come together to prepare an ideological plan so that our emphasis is clearly understood by each organization which is participating in this plan. It should be strictly on the capability and the efficiency of the organization involved.

As regard field operation we have to see the programme as an area approach. I have mentioned in earlier paragraphs that the programme has to become a people mission. We have to initiate the programme by involving them right from the planning stage. The project should have a participatory approach to start initially with those voluntary organizations who would come to take up the field work. There is a need to identify particular areas where they are working in some capacity already. They should have mass meetings to understand the relevance of this programme on people's terms. This would also help us not only in involving the people, but also to increase our awareness particularly to understand people's needs, problems, aspirations etc. This would ultimately help in creating literacy curriculum which can help not only to learn how to read and write, but also to understand aspects of deprivation. This may help create actions to ameliorate their-own conditions and in the process increase peoples' participation in the process of development.

With this strategy IAEA, on the one hand develops on mass campaign programme alongwith selected constituent members both to prepare training strategies, organizing training programmes, developing proto-type materials, researching different methods and at the field level to implement a participatory people's literacy mission.

Kamala Rana

Is Literacy reaching Women?

During the last 40 years, Adult Literacy has made some progress, but if the progress made so far is assessed in terms of achievements and competencies among men and women, the percentage of women who have effectively gained from Adult Literacy is much less. This issue has been repeatedly discussed in many conferences and workshops over the years and still there is no scaling-up in women's literacy except in a few progressive states in the country. Within the context of National Developmental goals and specifically National Literacy Mission, it is impossible not to take women's development as the key issue for further promotion of their status and quality of life. It is not the quantitative increase in sheer numbers of women made literate each year or in each decade for purposes of statistics but the critical issue is are women really becoming literate and increasing their knowledge or are they only learning to write their names? At what stage can women be called perfectly literate to take off in life as independent individuals?

While talking to a cross section of women in Haryana, H.P., Punjab, Tamil Nadu, Gujarat & Andhra Pradesh to ascertain what motivates them to learn to read and write, a majority of them have expressed lack of interest because they do not know how it will be useful in their lives. They immediately reflect their concern for educating their children because they do not perceive any change in their life through literacy.

Some important programmes have, however, been envisaged and are being implemented e.g. through DWCRA, RLEGP NREP and other poverty alleviation programmes for the weaker sections. Through these programmes women are earning from Rs. 60/- to Rs. 300/- p.m. and that is indeed encouraging though they still remain below the minimum earnings of Rs. 15 to 20/- per day as envisaged in these schemes.

Some of these women, engaged in skill learning, income generating activities are now beginning to respond favourably to the literacy programmes organised for them, but there are no linkages between income generating programmes and literacy programmes at the operation grass root level. Even in those villages where there are women's literacy centres functioning and there are DWCRA groups for women below poverty line, they are not enrolled in the literacy classes. With some sustained efforts, some groups are being motivated in Haryana & H.P., but still there is limited comprehension of integrating the two programmes at the Block/village level. Integration is not adequate at the planning level and on paper. Modalities and strategies need to be adopted for implementing integration which would be both cost effective as well as a viable channel for human resource development.

There are some major constraints in women's participation in literacy programmes, and these could be minimised with viable operational strategies.

Under the national literacy mission the responsibility of motivating, enrolling, conducting

and looking after all the nut and bolts rests with the instructor. Why? It is a programme which needs to be understood by every one who could help in motivation/implementation e.g. Panchayat members, particularly the Mahila Panch & Mahila Mandals. Yet, while discussing the role of Mahila Mandals recently in a Training Programme in Haryana, these bright, committed and energetic women did not perceive their role as learners and motivators for literacy programme. A strategy has to be developed through which the instructor is not a loner, but has the active support of the village level institutions. If carefully and systematically planned District/Block wise, literacy programme will not only integrate with development, but become a team work at the grass-root level. Awards could be given to those panchayats & Mahila Mandals who motivate women to enrol and complete the Literacy course upto post - literacy level.

Most members of Mahila Mandals are illiterate. These village level groups were promoted in the context of the Community Development Programme in the mid fifties, as a process of community participation. Some mahila mandals have only weekly Bhajan programme with the office bearers taking more interest in the activities compared to others. The majority of women constitute the larger circle on the periphery of mahila mandals who are members, but do not know anything about their roles and responsibilities. Some Mahila Mandals have, over the years in different parts of the country tried to inculcate self-reliance through group activities, home management, child care training, learning about kitchen gardening, cultural and recreational activities but never become fully literate. Mahila Mandals have due to several hurdles but mostly due to lack of education and infra-structural facilities, have remained weak and ineffective. Literacy has not been their strong and primary achievement. These groups could be given vocational training for enhancing family income, health & nutrition education and bank loans as a group if literacy is made an integral part, necessary for empowering Mahila Mandals as women's institutions. These local groups could through a good literacy component, manage to deve-

lop a strong institutional base in their own right and take up the responsibility of organising literacy programmes and income generating activities towards self sufficiency in the true sense. The crucial point is literacy has to become compulsory, not an optional component of their development.

Women relapse into illiteracy faster than men based on their own comments. What can be done about this aspect of women's participation. Once a literacy cycle is completed, women never see any printed material, and therefore forget what they learnt. Experience in organising literacy classes prompt the writer to emphasise the need for planning literacy courses for 1-1/2 years for women to include post-literacy guided reading and writing ability and availability of material for day to day reading like wallpaper, newspaper, literacy books through village libraries especially set-up for women. All reading material should be related to subjects of interest/use to women in their day to day life. Therefore a literacy test is not adequate : Literacy must be meaningful and fool proof never to let go of the learner.

Literacy programme need to be at a central place like school, Panchayatghar, temple but not the residence of the instructor. Women prefer an independent place.

The success of any Functional Literacy programme depends on the instructor. Not only should this person be mature, interested and committed to the case of women's literacy, but should be properly recognised as such. The honorarium paid to her should be comparable to the salary of a secondary school teacher because the amount of time she spends in motivating, enrolling, collecting, teaching and arranging the whole programme three or four times a week takes at least 5 hours every day. Teaching skills in Literacy are more difficult than the training required in teaching art and science subjects to school or college students and as such instructors should be adequately recognised for the services they are rendering towards a Literate India by year 2000 A.D.

M.C. Reddeppa Reddy

National Literacy Mission: The Role of Technology

Literacy is an essential tool for communication and learning. It is an indication of human progress towards modernisation. Literacy is a pre-condition for an individual's own growth and

for participation in the process of development. It is one of the most important indices reflecting the socio-economic and political development of the country.

Promotion of literacy has been identified as one of the five major technological missions with a view to applying technology and scientific research for the benefit of the deprived sections of the society and the areas which are critical to the country's development. The National Literacy Mission (NLM) has been launched with a view to identifying and correcting some of the environmental, infrastructural, pedagogical and various other deficiencies/constraints of the on-going Adult Education Programme (AEP). It is an improved version of the existing Adult Education Programme.

The National Policy on Education (NPE) and the Programme of Action (POA) clearly stated that the science, technology and modern research have not been applied to literacy programmes in the past. National Literacy Mission is based on a thorough analysis of the strengths and weaknesses of existing AEP.

The NLM is a societal mission which implies that there is a political will at all levels for the achievement of Mission goals, that a national consensus can be created for mobilisation of social forces, and mechanisms can be created for active participation of the people through energisation of their latent potential with the ultimate objective of promoting a qualitative change in their living and working conditions.

The NLM is a programme but unlike any other programme, it has a different perception, a sense of urgency and importance, and it requires to be implemented by all concerned with renewed vigour, momentum and seriousness. Under NLM the programmes can't brook any delay and that the proposals received in connection with the Mission will have to be attended to with utmost speed and expedition.

The NLM is a Technology Mission with a view to applying technology and scientific research for

the improvement of Adult Education Programme in terms of physical environment, infrastructural, pedagogic, training and management.

Meaning of Technology

Technology is that branch of advanced scientific knowledge which deals with industrial arts, applied science, sophisticated engineering software and hardware, etc., and the application of that knowledge for practical ends in a particular field.

The present century is rightly called 'The Technology Century' due to the influence of advancements in the fields of science and technology on the varied aspects of life, resulting its modernisation. Science and Technology has always been instrumental in bringing efficiency and improvement in the process and products of human work. The field of education has also been influenced by the increased use of science and technology. It has provided valuable help in improving the physical environment, infrastructural facilities, training programmes, smoothening the process of teaching/learning and enriching the goals of education. Audio-visual equipments, hardware and sophisticated electronic devices like projectors, films, radio, television, audio/video cassettes, teaching machines, micro-teaching, modular methods of preparation of instructional materials, computer aided instructions etc. stand amply as the examples of technological impact on the educational field.

Concept of Educational Technology

The impact of Scientific and Technological advancements in the field of education is so great and profound that it has given rise to a new discipline called 'Educational Technology'. The concept of Educational Technology refers to the application of technological principles to the solution of practical educational problems on the one hand and to the development of electro-mechanical instruments for educational purposes on the other. It involves the adoption of

technological innovations and inventions to educational situations. It signifies a system or technological approach to the problems of education.

Role of Technology in the NLM

The input of Science and Technology and Pedagogical research can greatly be applied to improve the quality of the literacy programmes. As per the NLM Document, new techno-pedagogic inputs are to be introduced systematically in the existing adult education programmes. To begin with, this will be done in the 40 districts, popularly known as T D Districts. The idea is to try out new methods and techno-pedagogic inputs (TPIs) for improving the programme in these 40 districts in the first instance. Based on the results and experience in these districts, these inputs would be extended to the other districts in a phased manner.

The Task Force appointed for the purpose has gone in detail into various environmental, infrastructural, Pedagogical, training and management related constraints in the field of Adult Education and has submitted a comprehensive report outlining the area for technological intervention. Some of these areas are: Physical environment, Teaching/learning materials, Learner motivation, training of functionaries, Post-literacy and continuing education, and management.

Physical Environment : In the absence of a proper community hall or the room, most of the adult education centres are functioning in the household of the instructor or a dingy backroom of a shop or a godown made available by the kindly owner. Majority of the centres in rural areas continue to be unelectrified and are suffering due to lack of proper lighting arrangements. With a view to putting an end to this unsatisfactory state of affairs, the Government of India identified a number of collaborating agencies which will be able to remove the constraints of lighting and ventilation through designing alternative and more effective lighting devices such as improved petromax and hurricane lanterns, solar power packs

by use of photo-volatic batteries. The environment in which the adults are expected to learn should be lively, cheerful, relaxing - and activities which help them to overcome fatigue and drudgery are organised.

Teaching/Learning Materials : The teaching/learning materials which are being supplied for or used in adult education centres are inadequate, irrelevant and poor in quality. The new approach towards teaching/learning skills is two-pronged to make the contents as functional and the language as near localised as possible and to introduce techno-pedagogic inputs. The inputs include improved black boards, better slates, good quality learning aids like charts, globes, maps and models, use of radio, audio/video cassettes and other electronic devices for learning. The development of electronical devices - hardware and software - to be used in the educational field for improving the efficiency of teaching and learning. Use of sophisticated items like television, audio-video tapes and computers is not to be frowned upon as too complicated stuff for learners. They can, on the contrary, be put to judicious uses in simplifying and making the teaching/learning process more interesting.

Learner Motivation: Learner motivation is the basis for effective learning. But it has been the main problem in the past as well in the present adult education programmes. People can be motivated and their interest can be sustained by employing mass media agencies viz., Radio, Television, Film and Newspaper. The mass media can be used to create conducive environment in the community for learning, to supplement the teaching/learning process and to provide support for the adult education functionaries. Research studies have shown that the motivation can be aroused if there is a conducive environment which promote and value literacy and the programme is of direct interest to learners. Motivation of the learners can be regulated by improving the learning environment, creating confidence among them, developing suitable learning material, adapting new approaches and innovative methods and arranging continuing education facilities.

Training of Functionaries: The quality of training of functionaries was very poor in adult education programme. The functionaries are not in a position to do their job perfectly, effectively and proficiently due to lack of proper training in adult education. Under NLM it is proposed to revamp the training system by introducing participatory training processes, to increase the number of days of initial training, provision of in service training, to set up the District Resource Units (DRUs) for adult/non-formal education as a part of District Institutes of Education and Training (DIET).

Use of educational technology and electronic devices will definitely strengthen the training programmes of adult education functionaries. Educational technology can be used for improving the training system and methods, and electronic media for group learning. The technology, further, can be used for production of improved programmes in the form of audio-video cassettes, films, slides/film strips, role play, simulation exercises etc.

Management: The success of the adult education programme solely depends on the management of the programme. The effective management include: systematic planning of the programme, proper selection and training of personnel, securing linkages with developmental agencies, research and development, systematic monitoring and evaluation.

The technology may also affect organisation and administration of the programme. It can be of great help in developing the basic elements in organisation: responsibility, planning, group discussion, decision making, control of the tasks done, management development, the emergence and training of new managers. Computer technology can also be used in the management of adult education programme. It will be in the areas of project planning, creating data base, data analysis and also for inventory control.

The National Literacy Mission Authority has laid suitable emphasis on Technology Development

and Demonstration with a view to involve 60 collaborating agencies in the literacy endeavour. They are: CSIE Laboratories, Electronic Commission, Industrial R & D Laboratories, Universities, IITs, Krishi Vigyan Kendras, AIR, Doordashan and other media organisations, Language Research institutes, State Resource Centres, etc. The collaborating agencies would help in installing of solar packs, supply of improved petromax, development of audio-visual materials, the improved black boards, improved chalks, plastic slates, installation of Television, Radio, Computers, etc.

There may be different agencies and technologies for achieving NLM objectives. Appropriate technologies, which are based on local resources - technologies that can be available, managed, understood, improved and transmitted by the adult education functionaries, should be adopted. They should be appropriate in terms of suitability and feasibility. Adoption of such technologies to suit local conditions through testing and understanding Research and Development on certain specific problems in collaboration with other agencies.

In selection and application of those technologies for improving the quality of adult education programme, the following points should be kept in mind by the planners, administrators and field functionaries:

1. Technologies that are based on local resources rather than contributions from outside.
2. Technologies that are based mainly on human labour which is more abundant than the capital.
3. Technologies that start from the experience accumulated by the people and reinforce their culture particularly their values, traditions, aspirations and interests.
4. Technologies that are understandable, manageable and hence permit and stimulate creativity.

Citations for Literacy Awards

Tagore Literacy Award 1987

SMT. LAKSHMI N. MENON

The Tagore Literacy Award was instituted by the Indian Adult Education Association in 1987 to honour the special contribution of individuals or institutions towards the removal of illiteracy among the adult women of this country. The award is being presented for the inaugural year 1987 to Smt. Lakshmi N. Menon for the pioneering work and inspirational role in the eradication of illiteracy among women in the country.

With a dynamic personality, immense energy and ability, rare wit and wisdom, Smt. Lakshmi N. Menon is one of the most prominent women of our country. She was educated at H.H. Maharaja's School and College for Women, H.H. Maharaja's Arts College, Trivandrum and the Lady Wellington Training College, Madras. She obtained her T. Dip. from London and LL.B. from Lucknow University. She started her teaching career in 1922 at Queen Mary's College, Madras (1922-1925), Gokhale Girls' School, Calcutta (1928-1930) and Isabella Thoburn College, Lucknow (1930-1933). She was Principal of Women's Training College, Patna from 1951 to 1953 and in 1952 she became the Commissioner for

Guides, Bihar. She was a prominent member of the All India Women's Conference where she made strenuous efforts to raise the status of women in all fields. She was President of this Organisation from 1955 to 1959 where she promoted the cause of women's education.

She represented India at the UN General Assembly in 1948, 1950, 1953 and 1954. She was on the UN Commission on the Status of Women held at Beirut in 1949. She worked at the UN Secretariat at Lake Success as Chief of Section on the Status of Women in the Human Rights Division (1949-1950). She represented India at several Committees of the UNO dealing with social, educational, cultural, humanitarian, trusteeship and non-self governing territories questions.

She was elected to the Rajya Sabha from Bihar in 1952. She was in Parliament for 14 years. She was Parliamentary Secretary to the Prime Minister, Shri Jawaharlal Nehru from 1952 to 1957. From 1957 to 1962 she was the Deputy Minister of External Affairs and in 1962 she became Minister of State for External Affairs. She has represented India on the UN Working Group on the Status of Women in 1957. She has visited a large number of countries in connection with her official assignments.

A dynamic speaker, brilliant and distinguished social worker, she was awarded the Padma Bhushan in 1957.

Since her college days, Smt. Menon started taking interest in literacy and adult education. She met Dr. Laubach in Lucknow in the thirties where for the first time, she realised the possibility of using educated people, particularly teachers and students for achieving the goal of total literacy.

For 14 years, she was the Chairman of the Kasturba Gandhi National Memorial Trust. While in the Trust, she launched the movement for eradication of illiteracy among women. She is Founder-President of the All India Committee for Eradication of Illiteracy among Women set up in 1984, in which capacity she has toured far and wide in the country to inspire teachers and social workers to

undertake programmes of women's literacy and the upliftment of the status of women.

It is for this distinguished record in the field of eradication of illiteracy and promotion of adult education among women in the country in recognition of which the Indian Adult Education Association feels honoured and privileged in presenting her the inaugural Tagore Literacy Award for the year 1987.

NEHRU LITERACY AWARD 1988

PROF. RAMLAL PARIKH

The Nehru Literacy Award has been instituted by the Indian Adult Education Association to recognise and honour the outstanding contribution of individuals or institutions, towards the removal of illiteracy among adult men and women and promotion and development of adult education in the country.

The Award for the year 1988 is being presented to Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapith for his distinguished, devoted and dedicated contribution to the cause of literacy and promotion of adult education in India.

Prof. Ramlal Parikh was born on April 18, 1927 at Baroda, Gujarat State. He got his M.A. degree in Ancient Indian History & Culture in 1951 from the University of Bombay. He then took a Certificate in Journalism before taking one year post-M.A. study in the Archaeology Department of MS University, Baroda as a research scholar on "Archaeology of Sabarkantha District". He was awarded a Cultural Doctorate on 'Peace Education' from World University Round Table.

Prof. Parikh devoted his life to the cause of higher education and education of adults. In 1952 he joined the Gujarat Vidyapith, which Mahatama Gandhi had founded in 1920. He has followed and practised the ideals of the Father of the Nation as well as lectured on them. He is considered to be an authority on Gandhian Political Thought,

Non-violent Society and Peace Education. He has served with distinction as Coordinator of Summer Institutes and as a Resource Person in National and International Seminars which inter-alia, discussed problems of adult literacy, continuing education, learning through living, population dynamics, etc. He has a vast experience of educational administration which he acquired as Principal of the Mahadev Desai College of Social Service for 10 years (1961-71), Rector of the Gujarat Vidyapith and later as its Vice-Chancellor. He has been the Director of the Peace Research Centre since 1971. He was a member of the University Grants Commission for three years (1979-81). He made a significant contribution in his capacity as Chairman of the Standing Committee on Adult & Continuing Education, Member of Gandhian Studies Panel, Committee on Higher Education for Scheduled Castes and Scheduled Tribes, Review Committee of UGC Programmes, Regulations Committee, Selection Committee, Committee for Assessment of Quality of Ph. D. Dissertations and as Chairman of UGC Visiting Committees to assess Adult Education Programmes of many Universities throughout the country.

Ramlal Parikh started taking interest in Adult Education and adult literacy work since his student days. At the age of 19, he started conducting adult literacy classes at a funeral place in Baroda city on behalf of the Baroda Students Union. His classes were held from 9.00 p.m. onwards for adults working in and around the funeral place. Later he conducted an intensive adult education campaign by adopting one village in Dabhoi Taluka of Baroda District. Prof. Parikh worked as Secretary of the Ahmedabad Social Education Committee for three years (1952-55). Prof. Parikh opened the Deptt. of Adult & Continuing Education in the Gujarat Vidyapith where courses of continuing education on employment, health and sanitation for rural areas, improved class teaching, home management etc. were organised.

In 1977 he became the Executive Chairman of the Gujarat Education Board. He hosted mass movement for adult literacy campaign for National

Adult Education Programme. He was responsible for providing leadership to about 170 agencies which participated in adult literacy programme in various parts of Gujarat, particularly in rural and tribal areas. He was the Chairman of the Motivation Committee for Adult Education set up by the Minister of Education, Government of India. He was the Vice-Chairman of the Rural Coordination Cell of the Gujarat State under the Chairmanship of Chief Minister of Gujarat. Here he persuaded nearly 20 big business houses in Ahmedabad to adopt more than 200 villages. In this way he was able to mobilise about Rs. 40 crores which was used for cattle breeding, better health and sanitation programme, family planning, vocational training and adult education programmes.

He formed the Indian Society of Community Education in 1981 which is now engaged in adult and continuing education work in more than 50 universities. UNFPA Projects are run under his direction in the Gujarat Vidyapith. He is leading social movement for national integration, population education and adult education. As a member of the Rajya Sabha (1975-81), Prof. Parikh espoused the cause of the poor and the down-trodden through his speeches, writings and membership of a number of Special Parliamentary Committees. He has successfully represented India in International Conferences and Seminars in a large number of countries.

Prof. Parikh has contributed a number of research papers and articles on different subjects for the upliftment of the weaker sections of the Society.

This year Prof. Ramlal Parikh has mobilised educational institutions and about one lakh students in support of a Mass Literacy Campaign which, using an integrated community-based approach aimed at building self-reliance, has reached over 5 lakh illiterates in over 1,000 villages in Gujarat.

This is the distinguished record of service in the field of adult education, for the recognition of which the Indian Adult Education Association feels privileged and honoured in presenting him the Nehru Literacy Award for the year 1988.

SMT. ANURUPA MUKHARJI

The Tagore Literacy Award has been instituted by the Indian Adult Education Association to honour the special contribution of individuals or institutions towards the removal of illiteracy among the adult women of this country.

The Award is being presented for the year 1988 to Smt. Anurupa Mukharji for her pioneering work and inspirational role in the eradication of illiteracy in the tribal villages of Tripura.

Smt. Anurupa Mukharji was born on 10th September, 1924 at Agartala, Tripura in a respectable conservative Thakur (Deb Barman) family observing Purdha rules strictly. It was a time when women could hardly communicate with the outside world or even join the schools. She got herself admitted to the only Girls' School in Agartala namely Maharani Tulshibati Balika Bidyalaya where she received high school education.

Smt. Mukharji was the first woman in Tripura to contest the Agartala Municipal Council Election in 1948. In the year 1950 she was married to the eldest son of a distinguished Bengali Brahmin family of Nadia (West Bengal) who was then serving as Senior Aerodrome Officer. In 1957 she came to Delhi where her husband was transferred. Smt. Mukharji joined the women's wing of the Congress party and worked as 'Prachharika' under the depressed classes league formed for the eradication of untouchability and upliftment of the depressed classes under the guidance of late Shri Jagjivan Ram. In 1958 she joined the All India Women's Conference under the leadership of Smt. Lakshmi Menon. She undertook various assignments, promoting the education of women, and projecting the rights of women, and enlightening the un-educated women. In 1962 she contested the Assembly Election in Tripura and again was the first woman to contest the Assembly Election. She rendered valuable services to the Jawans and their families during the three wars in 1962, 65 and 71. She served as a member of the Central Citizens Council set-up by the Prime Minister in 1965. She became Vice-President of South Delhi Block Congress Committee

(1965-71) and rendered valuable services to the slum dwellers. She was actively associated in the management of the working girls hostel at New Rajinder Nagar, New Delhi which was opened by the All India Women's Conference. She represented India in an International Conference held at Colombo, Sri Lanka in 1969.

She founded the Tripura Adibashi Mahila Samity in 1963 to promote socio-economic upliftment, eradication of illiteracy among women, promotion of adult education and cottage industries in the remote tribal villages of Tripura. Due to her devoted services the Tripura Adibashi Mahila Samity and its workers rendered valuable services by eradicating illiteracy from among women in 20 villages in remote and far-flung tribal areas of Tripura. She set-up number of creche centres for the benefit of women working in Tea Gardens in Tripura. She also set up Adult Education Centres for Women and simultaneously promoted Handloom industries. She provided training to the tribal women for modern handlooms and introduced 1500 modern smokeless chullahs in tribal areas. She has set-up a women's handloom cooperative society beside organising classes for first aid, nursing, interior decoration, child-care, nutrition and awareness building programmes.

Smt. Mukharji is actively associated with number of organisations rendering valuable services to the women of Tripura. She is the state-level convener of All India Committee for Eradication of illiteracy among Women. She is President of the Tripura Adibashi Mahila Samity and Vice-President of Tripura State Child Welfare Board. She is Executive Member of the Women Voluntary Service (Tripura Branch) and Tripura Citizen Council as also the Zonal Organiser of All India Women's Conference.

This is the distinguished record of service in the field of eradication of illiteracy and promotion of adult education in far flung areas in recognition of which the Indian Adult Education Association feels privileged and honoured in presenting her the Tagore Literacy Award for the year 1988.

Report of the Indian Adult Education Association (1988)

It gives me immense pleasure to welcome you all to the General Body Meeting of the Indian Adult Education Association and to present to you the report of the Association since we met last in Rewari on Dec. 30, 1987.

2. During the period under report the Government of India approved the National Literacy Mission on 13th January 1988. The NLM is a societal mission which expects participation from all sections of the society. The Indian Adult Education Association supports in principle the NLM document for its clear-cut objective, time-bound and target oriented approach. The Association supports the focus of the NLM on rural areas, particularly women and persons belonging to disadvantaged groups, Scheduled Castes and Scheduled Tribes. NLM has rightly stressed on universal enrolment and universal retention of children upto the 14 years of age and a substantial improvement in the quality of life.

3. National commitment, motivation of learners and teachers, mass mobilisation, people's involvement, techno-pedagogic inputs, efficient management and monitoring are rightly listed as key-issues for the success of the NLM. Much will depend on how these issues are tackled. The strategy mentioned in the NLM needs to be translated into action without any further loss of time. The results should get reflected in the 1991 census.

4. A National Campaign for mass mobilisation of NLM was launched by the Prime Minister on May 5, 1988 in New Delhi. Similar campaigns have also been organised by 20 States/Union Territories.

5. First meeting of the Council of National Literacy Mission Authority was held on July 21, 1988 in New Delhi. The seriousness with which the NLM Authority has taken up the implementation of Adult Education Programme can be judged from the fact that it is meeting once in every month to review the progress and launch programmes in various areas. Our Association is represented on the NLM Authority by our President, Shri BS Garg.

6. The Government proposes to involve about 700 voluntary organisations during 1988-89 and 1000 in 1989-90. The Association wishes that the well-established voluntary organisations should be given financial assistance for a number of years without much difficulty and they should be taken as equal partners in implementing programmes of literacy and adult education. The State Governments have so far not taken prompt action in forwarding the applications of deserving agencies. The Central Government has to see that the agencies which have successfully run the programme earlier get financial assistance even without recommendation of the State Government.

7. WORKING GROUP ON ADULT EDUCATION FOR 8TH PLAN

The Planning Commission, Government of India have set-up a Working Group on Adult Education for the formulation of 8th Five Year Plan (1990-95).

The Working Group will take stock of the position likely to be reached within the area by the end of 1989-90, identify problems and suggest effective remedial measures and to suggest a feasible perspective of development up to 2005 AD keeping in view the need for grass-root planning and to make benefits of development programmes accessible to individual families of weaker sections of society viz SC, ST, women and handicapped and backward communities. The Working Group is expected to make specific recommendations regarding policies, programmes and targets in respect of the objective of eradication of adult illiteracy.

Shri Anil Bordia, Secretary, Department of Education, Ministry of Human Resource Development

is its Chairman and Shri L Mishra, Joint Secretary and Ex Officio Director-General, National Literacy Mission Authority is its Member Convener.

Shri JC Saxena, Hony. General Secretary, Indian Adult Education Association is a member of the Working Group. The Working Group held its first meeting on Oct 19, 1988 at New Delhi:

8. The Association undertook the following activities during the period under report:

ZONAL CONFERENCES

The Association organised successfully three Zonal Conferences (West, Central and South) and one Round Table discussion during the period under report.

(i) West Zone: The Association in collaboration with the Department of Continuing Education and Extension Work, South Gujarat University, Surat organised the West Zone Conference of Adult Education in Silvasa (Dadra & Nagar Haveli) on Feb 10-11, 1988. 40 delegates representing the states of Gujarat, Maharashtra and Dadra & Nagar Haveli attended.

It was inaugurated by Shri GA Desai, Registrar, South Gujarat University. Prof. Nanu Bhai Joshi, President, West Zone presided. Shri BS Garg, President, IAEA delivered the special address of the Conference.

The Working Paper prepared by Sarvshri JC Saxena and JL Sachdeva was discussed in groups.

(ii) Central Zone: The Association in collaboration with the Centre for Adult & Extension Education Programme, Magadh University organised a two-day Central Zone Conference in Bodhgaya on Feb 23-24, 1988. 80 delegates representing the Government Departments, Universities and Colleges and voluntary organisations from the States of Bihar, MP and UP attended.

It was inaugurated by Prof. Mangal Dubey, Vice-Chancellor Magadh University. He said that the education of parents was essential for univer-

salisation of elementary education in the country. He appealed to the educated to take it as a sacred duty to provide education to the illiterates on voluntary basis. He said that illiterates should be made to realise that by remaining illiterate they are not only depriving themselves but also depriving their own country in its march towards development.

Shri KC Choudhary, Vice-President, IAEA and President of the Central Zone in his presidential address said that illiteracy and poverty are inter-related and to eliminate poverty it was essential to liquidate illiteracy from the country.

Shri BS Garg, President, IAEA delivered the Chief Guest's address. He said that adult education should become mass movement and Government Departments, Universities, Colleges and voluntary organisations should join hands to wipe out illiteracy by 1995.

The Working Paper prepared jointly by Sarvshri JC Saxena and JL Sachdeva was presented in the plenary session. The delegates were divided into three groups to discuss the sub-themes of the Conference.

The valedictory address was delivered by Shri JC Saxena, Hony. General Secretary, IAEA. Shri Saxena said that eradication of illiteracy has to be undertaken on war footing, otherwise it would be difficult to eliminate illiteracy in the age-group 15-35 by 1995. He referred to the prevailing low rates of literacy in the Central Zone, particularly among the women.

Shri Saxena said that there were 4.45 crore illiterates in the three States in the age-group 15-35 out of about 8 crore in the country and special funds should be provided to them to eradicate illiteracy by 1995.

Shri PS Cheema, Commissioner, Bodh Gaya in his presidential address said that in earlier days the adult education work was done mostly on voluntary basis and the need is to continue this

programme in the same spirit.

(iii) **South Zone:** The Indian Adult Education Association in collaboration with Tamil Nadu Board of Rural Development organised the South Zone Conference in Pondicherry on Aug 27-28, 1988. 62 participants from the States of Andhra Pradesh, Karnataka, Kerala, Tamil Nadu and Pondicherry attended.

The key-note address of the Conference was delivered by Shri L Mishra, Director-General, NLM Authority and Jt. Secretary (Adult Education). Shri Mishra said that the NLM has been conceptualised on the basis of strengths and weaknesses of the adult education programme as revealed in the 56 evaluation reports. He emphasised that the cynicism and suspicion about the programme has to be removed and for this purpose the traditional and modern media have to play a great role.

Prof. G Rangaswamy, former Vice-Chancellor, Tamil Nadu Agricultural University, who presided over the inaugural function said that creation of awareness should be given priority in the adult education programme. He said that adult education programme should also result in improving the economic status of the people and that was possible if the literacy was relevant and need-based.

The Working Paper of the Conference was presented by Shri JC Saxena. In his paper he said that the South Zone is ahead of other zones of our country. However, Andhra Pradesh is far below the national literacy rate and special efforts are needed in this State to improve the programmes of primary and adult education. Literacy rates needed to be raised in rural areas and particularly of women in all these constituents of the South Zone. Special efforts will need to be made in districts identified as below the national average of literacy.

The valedictory address of the Conference was delivered by Dr. C Rajamani, Director, Academic Staff College, Pondicherry. Shri JA Ambasankar, IAS (Retd.) and former Chairman, Tamil Nadu Public Service Commission presided over the function.

9. ROUND TABLE

The Association organised a Round Table on "Adult Education for Human Rights" in New Delhi on March 27, 1988.

Dr. LM Singhvi, eminent jurist delivered the key-note address. He said that for successful functioning of democracy, a broad-based system of communication, assimilation and socialisation of values has to be created. The inculcation of human rights and values go a long way in this direction, he said. He suggested that the UNESCO Publications on Human Rights teaching should be translated in simple Hindi and other Indian languages so that the message could reach the masses. He said that the Government alone could not build a mass movement on Human Rights. It was for the people to come forward and take the lead.

Shri L Mishra, Joint Educational Adviser, Ministry of Human Resource Development, who presided over the inaugural function said that laws alone cannot deliver the goods. It is the social system which has to be changed. Shri Mishra said that hardcore, devoted grass-root workers are needed to translate objectives into reality for building a mass movement for human rights.

The Round Table among others recommended that awareness about Human Rights should invariably be included in training programmes of all types of adult education programme. It also said that literature in simple language on Human Rights should be produced and widely distributed so as to make people conscious of their basic rights. It also recommended that street corner plays, dramas should be produced in large numbers to promote human rights in the country.

10. 40TH ALL INDIA ADULT EDUCATION CONFERENCE

As you all know, the 40th All India Adult Education Conference was held in Rewari in collaboration with Janata Kalyan Samiti on Dec 28-30, 1987.

The theme was "Role of Audio-Visual Communication in the Promotion of Adult Education".

Dr. AR Kidwai, Chancellor, Aligarh Muslim University and former Governor of Bihar inaugurated the Conference and also delivered the Zakir Husain Memorial Lecture on Dec 28, 1987. Shri BS Garg, President of the Association presided over the function.

The J Roby Kidd International Award of the International Council for Adult Education, Toronto (Canada) for significant and innovative contribution to adult education was presented to Smt. Anthya Madiath of Gram Vikas, Orissa during the inaugural function.

The Working Paper of the Conference was presented by Prof. BB Mohanty, Treasurer of the Association and Professor at the Indian Institute of Mass Communication.

The delegates were divided into four groups to discuss the role of audio-visual communication in motivating the learners and mobilising the people for adult education programme; in the design and production of teaching/learning material; in accelerating the training programme for adult education and in promoting the adult education programme for women.

11. TRAINING/ORIENTATION PROGRAMMES

The Association organised three one-week Training Programmes for key level adult education functionaries at its premises in New Delhi on May 23-28, 1988, July 4-9, 1988 and Sep 12-17, 1988. Over 60 participants from the States of Bihar, Madhya Pradesh, Himachal Pradesh, Haryana, Uttar Pradesh and Delhi participated.

The Association also organised one six-day training programme in collaboration with Lok Shikshan Vibhag, Rajasthan Vidyapeeth, Udaipur on Sep 23-28, 1988. One more training programme in collaboration with Tamil Nadu Board of Rural Development in Madras is being organised.

The Association is grateful to the institutions and individuals who helped in organising these Training Programmes.

12. WRITERS' WORKSHOP

The Association also organised a three-day Writers' Workshop on production of literature for neo-literates on Aug 28-31, 1988. 10 eminent Hindi writers participated.

Shri BS Garg, President, IAEA, Shri JC Saxena, Hony. General Secretary, Prof. BB Mohanty, Treasurer, IAEA and Shri JL Sachdeva, Director, IAEA addressed the participants on various aspects relating to the writing and production of literature for neo-literates.

After three days of deliberations, the writers prepared outlines of manuscripts on the following subjects:

1. New and Traditional Techniques in Agriculture
2. Population Education
3. Women Education
4. Family Welfare
5. Health Education
6. Environment
7. National Integration; and
8. Social Development

13. WORKERS' EDUCATION

The Association organised 11 one-day Workers Education Programmes during the period under report. They were organised both for the organised sector and un-organised sector. Four courses were organised in DCM and seven for un-organised sector in the premises of the Association.

14. NEHRU LITERACY AWARD PRESENTED

The Nehru Literacy Award for 1987 was presented to Prof. NG Ranga by the Vice-President of India, Dr. Shankar Dayal Sharma in New Delhi on April 23, 1988.

15. LITERACY AWARDS FOR 1988

The 1988 Nehru Literacy Award has been awarded to Prof. Ramlal Parikh, Vice-Chancellor,

Gujarat Vidyapeeth for his outstanding contribution for promotion of adult and continuing education.

The Tagore Memorial Award for Women's Literacy instituted by the Association last year was awarded to Smt. Anurupa Mukharji, President, Tripura Adibashi Mahila Samity, Agartala for her pioneering role in eradicating illiteracy among tribal and backward classes of women in Tripura. These two awards were announced on the International Literacy Day i.e. September 8, 1988.

16. SCHOOL STUDENTS INVOLVEMENT IN THE MASS PROGRAMME FOR FUNCTIONAL LITERACY

The Indian Adult Education Association has enlisted the cooperation of about 100 schools in the eradication of illiteracy under the National Literacy Mission. Each school has enrolled 100 missionary volunteers from among the senior students. These 10,000 students have started the work of each one teach one from Oct 2, 1988. In the first phase it will go up to 30 Jan 1989 which will give 100 hours of teaching/learning to the teachers/learners team. The programme may be recommenced during the summer vacation in May-June 1989. The valedictory function will be held in Delhi in July 1989 in which certificates will be granted to the volunteers and the beneficiaries by the Indian Adult Education Association. We are grateful to Shri GBK Hooja, one of our senior life-members and Smt. Rajani Kumar for their guidance and cooperation in this effort.

The State Resource Centre, Jamia Millia Islamia has trained the master trainers and is also providing literacy kits to the participants free of cost.

To enthuse the students to take this programme vigorously a pledge-taking ceremony was held at the Rajghat, Delhi. 10 thousand students participated in the pledge-taking ceremony. The pledge was administered by Shri L Mishra, Director-General NLM Authority and Joint Secretary (AE), in the Department of Education, Ministry of Human Resource Development. The Association

proposes to involve all schools in Delhi during the year 1989-90.

17. DR. MOHAN SINHA MEHTA RESEARCH FELLOWSHIP (1988)

Proposals for Dr. Mohan Sinha Mehta Research Fellowship were invited from institutional members and universities in India. After screening the proposals the fellowship for 1988 was awarded to Dr. V Reghu, Director, Shramik Vidyapeeth, Trivandrum for the study "A Case Study of Certain Effective Adult Education Centres in Kerala".

The report of 1987 fellowship conducted by Dr. NV Gayatonde has been received by the Association.

18. FORUM OF PARLIAMENTARIANS FOR ADULT EDUCATION

Two meetings of the Forum of Parliamentarians for Adult Education were organised by the Association during the period under report. The first meeting was held in the office of the Association in New Delhi on May 6, 1988 in which Prof. NG Ranga, MP and Deputy Leader of the Cong (I) Parliamentary Party and one of the founders of the IAEA presided.

The following other MPs attended the meeting:

- | | |
|---------------------------|-------------------------|
| 1. Shri Hayatullah Ansari | 2. Shri Ratnakar Pandey |
| 3. Dr. CP Thakur | 4. Shri DP Ray |
| 5. Shri RC Vakil | 6. Shri BR Rao, and |
| 7. Shri Ganga Ram | |

The second meeting of the Forum was held in the Parliament House on Sep 1, 1988 in which Shri Ratnakar Pandey and Shri Ganga Ram were elected President and Secretary respectively.

The following MPs attended:

- | | |
|---------------------------|----------------------|
| 1. Shri SP Mittal | 2. Smt. Sudha Joshi |
| 3. Shri Bapoolal Malviya | 4. Smt. Ella R Bhatt |
| 5. Shri Hayatullah Ansari | 6. Shri RP Sahu |
| 7. Shri Madan Pandey; and | 8. Shri Ganga Ram |

The Forum proposes to organise a Seminar of voluntary organisations in the near future. The members of the Forum Sarvshri SP Mittal and Hayatullah Ansari delivered the inaugural and valedictory addresses of the training/orientation programme organised by the Association in July 1988.

19. PUBLICATIONS

The Association published the following books during the period under report:

HINDI

1. Paras Mani : Yashpal Jain
2. Per Bolte Hai : Subodh Pandit
3. Naya Jeevan : Nani Dutta
4. Julooos : Premchand
5. Adhoori Kahani : Vishnu Prabhakar
6. Jangal Bachao : Bimla Dutta

The book "My Learning Ventures in South East Asia" by BS Garg which was under print was brought out during the period under report. For the book "Mass Movement for Adult Education" by BR Patil, which is based on the Gram Shikshan Mohim of Maharashtra the Department of Education, Ministry of Human Resource Deveopment has provided financial assistance of Rs. 15,000/- against a budget of Rs. 30,000/- for publication of the book. The book is under print.

PERIODICALS

The Association continued to publish the following Journals and the Newsletter during the period under report:

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

20. TAGORE ENDOWMENT FUND

With the generous contribution from institutional and individual members of the Association, the Association is nearing its target

of Rs. 50,000/- for the Tagore Endowment Fund. About Rs. 3,000/- is still needed and we hope our members will provide the needed money. We would like to place on record our thanks for the liberal contribution made by the members towards this fund.

21. RESOURCE CENTRE FOR NON-FORMAL EDUCATION NAMED AFTER DUTTA

To perpetuate the memory of Dr. SC Dutta, former President of the Association, the Association has set-up 'Dutta Unopcharik' Shiksha Sansadhan Kendra' (Resource Centre for Non-Formal Education). Prof. KD Gangrade, Pro Vice-Chancellor of Delhi University is the Chairman of this Centre.

The Centre will produce need-based learning material for neo-literates. It would be based on the vocabulary and functionality of the learners. The Centre will also make surveys of un-organised sector and prepare material for them.

22. FOREIGN VISITORS

Prof. EK Townsend Coles, Educational Consultant, Oxford spoke on "Non-formal Education in 'Crisis'" at a function organised by the Association at its premises in New Delhi on Feb 15, 1988. Prof. KD Gangrade, Pro Vice-Chancellor of Delhi University presided. Prof. Coles in his address said that non-formal education was essential for the success of all development programmes and need is to make people aware of the various non-formal education programmes available in the country.

Dr. Budd Hall, Secretary-General, International Council for Adult Education and Mr. Peter Kenyon, Director, Employment, Deptt. of Employment and Training, Government of Western Australia also visited the Association.

Dr. Budd Hall had discussion on the involvement of the Association in the International Literacy Year-1990. Our Association has agreed to set-up an office of the Task Force on Literacy of ICAE for South Asia for dissemination of information and exchange of ideas.

23. SERVICE TO MEMBERS

The Association continued to provide information on various aspects of adult education in India and abroad to both institutional and individual members. Copies of the new scheme of assistance provided to voluntary organisations by the Central Government were sent to institutional members.

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

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

24. REPRESENTATION IN THE MEETINGS ABROAD

Shri BS Garg, President, IAEA was requested to represent ASPBAE at a UNESCO Seminar on International Literacy Year at Istanbul (Turkey) on Sep 7-9, 1988. Shri JC Saxena, Hony. General Secretary, IAEA alongwith Shri Sushil Kumar and Kumari Kalpana Mohanty participated in a rural development and Sarvodaya Shramdan Workshop held in Colombo, Sri Lanka in June 1988. The Association has maintained cordial relations and exchange of ideas with ASPBAE, ICAE, IFWEA and UNESCO.

25. NEW MEMBERS

During the period under report 10 institutions and 88 individuals have enrolled themselves as members of the Association. We welcome these members to our fold and look forward for their close cooperation in the years to come.

Before I conclude, I would like to thank the President, Shri BS Garg, the Treasurer, Prof. BB Mohanty and all my colleagues in the Executive Committee for their valuable advice and cooperation. I also thank the Director and other members of the staff of the Association for their cooperation, commitment and contribution and to you all members of the Association for the trust and confidence reposed in the Association.

Adult Education News

Golden Jubilee of the Indian Adult Education Association

The Indian Adult Education Association (I.A.E.A.) has completed 50 years of its existence.

The Executive Committee of I.A.E.A. has decided to celebrate the Golden Jubilee Year on May 22-25, 1989 at New Delhi. It has also been decided to celebrate it on Zonal and Institutional basis in the country.

The Executive Committee also decided to bring out a Souvenir to mark the 50th year of the Association. A number of publications on different aspects of adult education and on adult education in various States will be released during the Golden Jubilee Conference.

Symposia, panel discussions and public lectures will be organised during the conference.

Awareness Camps for Women

The Indian Adult Education Association organised three one-day awareness camps for women at

its premises in New Delhi on Sep 27, 28 & 29, 1988. The topics covered were population education; rights and duties of citizens under the Constitution of India; and the economic development of the country. 50 women from the unorganised sector participated in these camps.

Contributions to Tagore Endowment Fund

The following have contributed to the Tagore Endowment Fund of the Indian Adult Education Association in the months of October - December 1988.

Gujarat Vidyapeeth, Ahmedabad	Rs. 1000.00
Ms. Nazifa Yaswi, Srinagar (J&K)	Rs. 200.00
S.N.D.T. Women's Univesity. Bombay	Rs. 2000.00
Mrs. Anu Mukharji, Agartala (Tripura)	Rs. 3000.00
Mrs. Sarla Sharma, Pathankot (Pb.)	Rs. 20.00
Mr. Shantilal Bhandari, Udaipur (Rajasthan)	Rs. 101.00
Dr. Rajamal P. Devadas, Coimbatore (T.N.)	Rs. 1000.00
Shri J.D. Sharma, Panchkula (Haryana)	Rs. 101.00
Mrs. Savita Nirmawat, Indore (M.P)	Rs. 100.00
Dr. (Smt.) Shashi Kala Pandey, Varanasi (U.P)	Rs. 151.00
Prof. M.V. Mathur, Jaipur (Rajasthan)	Rs. 101.00
Mrs Geeta Chaturvedi, Jaipur (Raj)	Rs. 51.00
Shri Nanubhai N. Joshi, Surat (Gujarat)	Rs. 101.00
Shri K.N. Srinivasan, Cheyyar (T.N.)	Rs. 101.00
Dr. M.V. Sudhakar Reddy, Tirupati (A.P)	Rs. 101.00
Shri N. Purushotam, Secundrabad (A.P) (2nd instalment)	Rs. 25.00

Golden Jubilee of Bombay City Social Education Committee

The Bombay City Social Education Committee is undertaking a number of programmes in the Golden Jubilee Year 1988-89.

It organised a National Seminar on Literacy and Development on July 18-20, 1988. There one-day Conferences of Gyan Deep Mandals, Head Masters and Zhopar Patti Sanghs were organised. It also orga-

nised a Round-Table of MPs, MLAs and Corporators on Nov 5, 1988.

The Committee will be organising inter-school art competition, elocution competition on adult education in December 1988 and January 1989.

It has started 600 Literacy and Post-Literacy Centres in Marathi, Hindi, Urdu, Gujarati and Telugu; 50 Continuing Education Centres upto Standard VII and 10 Matru Vikas Kendras.

DAEA Organises Seminar of Voluntary Agencies

The Delhi Adult Education Association (DAEA) organised a Seminar on role of voluntary agencies in the promotion of adult education in Delhi on November 25, 1988. 20 participants representing voluntary organisations in the Capital attended.

Shri JR Jindal, President, DAEA in his address said that voluntary agencies working in Delhi should make a coordinated effort to promote literacy in the city. He said that about 25 agencies are working in the field, but they are not sharing their experiences. The Delhi Adult Education Association, he said, will endeavour to coordinate the activities of these agencies in Delhi so that they could make a joint effort in eradicating illiteracy.

Earlier, Shri JL Sachdeva, Hony. General Secretary of the Association, in his welcome address said that voluntary agencies are facing many problems like untimely release of grants, non-availability of proper facilities for training, material, etc. He said that the Delhi Adult Education Association will make efforts to provide technical support to voluntary agencies undertaking adult education work in Delhi.

After deliberations the following were enlisted as the major problems in adult education in Delhi :

- a) Non-continuation of Instructors in their work after some time;
- b) low payment to Preraks and instructors;

- c) considerable delay in the receipt of money after getting sanction letter;
- d) Non-availability of proper accommodation for organising the adult education centres.

UNESCO International Literacy Prizes

The Literacy Centre of Angola, the National Literacy Plan of Argentina, the Allama Iqbal Open University of Pakistan and the Ministry of Handicrafts and Social Affairs of Morocco are the winners of the International Literacy Prizes announced by UNESCO for 1988.

The Nadezhda K Krupskaya Prize donated by Soviet Union has been awarded to the Literacy Centre of Angola for having pursued its literacy efforts to provide instruction to 6.5 million people despite the war and material difficulties.

The National Literacy Plan of Argentina received the International Reading Association Literacy Award for having mobilised the support of numerous public and private institutions to launch a literacy plan aimed at consolidating national unity and enabling the learners to understand their political, civil and social rights and responsibilities.

The Noma Prize donated by Japanese Publisher Shoichoi Noma was conferred on Allama Iqbal Open University of Islamabad (Pakistan) as a unique example of a university responsive to the needs of the illiterate and semi-literate rural population. Its instructional materials in the three most widely used national languages, as well as its methodology for functional educational programmes adapted to all regions of the country have had a wide impact on literacy work.

The Ministry of Handicrafts and Social Affairs of Morocco received the Iraq Literacy Prize, donated by the Iraq Government for its efforts to apply scientific evaluation methods in its annual literacy campaigns which have provided 180,000 girls and women with instructions. It has also established post-literacy programmes in 232 vocational training centres.

The honourable mention of the Nadezhda K Krupskaya prize has gone to Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad for a lifetime of dedication to the cause of adult education and literacy.

Literacy House, Lucknow has been given honourable mention of the Iraq Literacy Prize for having developed a comprehensive approach to education. This includes, in addition to adult education and literacy, programme of early childhood education, non-formal education for out-of-school children and vocational training for unemployed youth.

Japanese Government Creates Bureau of Lifelong Education

The former Bureau of Social Education in Japan has changed the name to the Bureau of Life Long Education. This change which was made in July of 1988 accompanies a broader, revised vision for the Bureau. Japan may be the first country to create such a government department. For further information please write:

Taijun Saito,
Director-General Bureau of Lifelong Learning
(Shogai Gakushu Kyokn)
Ministry of Education,
Japanese Government
3-2-2 Kasunigaseki Chiyodaku,
Tokyo, Japan

Literacy Voices

A Journal of the Adult Education Department of the Nigerian Baptist Convention P.M.B. 5113, Ibadan, Nigeria.

Started in April 1988, this annual Journal is devoted to the study and practice of adult literacy education in Africa, and especially to its content, methodology and contributions to individuals, institutions and society.

Further information:

Chairman and Editor-in-Chief, "Literacy Voices", P.M.B. 5113, Ibadan, Nigeria.

I.A.E.A. BOOKS IN ENGLISH

	Rs. P.	U.S. \$
1. Adult Education in South-East Asia by B.S. Garg (1987)	10.00	2.00
2. Popularising Science and Technology through Adult Education edited by J.L. Sachdeva (1987)	10.00	2.00
3. History of Adult Education in India by S.C. Dutta (1986)		
Paper Back	45.00	8.00
Hard Cover	60.00	10.00
4. Role of Adult Education and Mass Media for Civic Education edited by J.C. Saxena and J.L. Sachdeva (1986)	50.00	8.00
5. Literacy to Liberation edited by S.C. Dutta (1986)	60.00	10.00
6. 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
7. Non-Formal Adult Education for Women edited by J.L. Sachdeva & Asha Vohra (1985)	10.00	2.00
8. University Adult Education edited by S.C. Dutta & J.K. Friesen (1985)	25.00	5.00
9. Adult Education for Parliamentary Democracy (1985)	15.00	4.00
10. ASPBAE Comes of Age edited by S.C. Dutta (1985)	25.00	5.00
11. Unity in Diversity; Role of Adult Education edited by S.C. Dutta (1985)	10.00	2.00
12. Development Work among Rural Women: A Guide Book by Krishna Bai Nimbkar (1985)	10.00	2.00
13. Adult Education Research in India by Salamatullah and S.D. Bareth (1984)	40.00	7.00
14. Towards a Comprehensive Adult Education Programme edited by S.R. Mohsini, J.L. Sachdeva & Asha Vohra (1983)	30.00	7.00
15. Authentic Development: Role of Adult Education (1983)	7.00	2.00
16. Research in Adult Education edited by S.C. Bhatia & B.R. Patil (1983)	25.00	7.00
17. Towards a Dynamic Adult Education Programme (1981)	5.00	2.00
18. Handbook for Adult Education Instructors (1980)	4.00	2.00
19. Adult Education Development and the NAEP (1980)	5.00	2.00
20. On to Eternity Vol. I	25.00	7.00
21. On to Eternity Vol. II	10.00	2.00

Order may be sent to

INDIAN ADULT EDUCATION ASSOCIATION

17-B, Indraprastha Estate, New Delhi-110002.

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The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education visualized as a continuous and life long process. It directs its efforts towards accelerating adult education a process, a programme and a movement.

The Association co-ordinates the activities of various agencies—Governmental and voluntary, national and international—engaged in similar pursuits. It organises conferences and seminars and undertakes surveys and research projects; it endeavours to up-date and sharpen the awareness of its members by bringing to them from all over the world expert views on and experiences in, adult education. In pursuit of the policy, the Association has instituted the Nehru Literacy Award and the Tagore Memorial Award for Women's Literacy for outstanding contribution to the promotion of adult education in the country. It has also instituted the Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of repute and eminence.

The Association has brought out many publications on themes relating to adult education, including the Hindi-editions of several UNESCO publications. It brings out the Indian Journal of Adult Education, Proudh Shiksha, Jago aur Jagao and IAEA Newsletter.

The Association acts as the Indian arm of the International Council for Adult Education—International Federation of Workers' Educational Associations and the Asian-Southern 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 Shat Memorial at 17-B, Indraprastha Estate, New Delhi-110002.