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

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## OUR CONTRIBUTORS

Tadiboyina Venkateswarlu, University of Windsor, Windsor, Ontario, Canada.  
Nile Oza is Reader, in Economics, Department of Economics, Bhavnagar University, Bhavnagar.

H.O. Adesina is Geographer, Environmental Sciences Department, The Polytechnic, Ibadan, Nigeria.

N.O. Kilanko, Town Planner. Town Planning Department, The Polytechnic, Ibadan, Nigeria.

Santosh K. Panda is Faculty Member, Division of Distance Education, Indira Gandhi National Open University, New Delhi.

Nihar R. Swain is a UGC Research Fellow, Department of Education, H.P. University, Shimla.

D. Usha Rani is Research Scientist 'A', Department of Population Studies, Sri Venkateswara University, Tirupati, Andhra Pradesh.

M.V.S. Reddy is Lecturer, Department of Adult Education, Sri Venkateswara University, Tirupati, Andhra Pradesh.

Satwant Bhango is Associate Professor, Department of Home Science Education, Extension, Punjab Agricultural University, Ludhiana.

Rajender Singh is Lecturer, Department of Education, Kurukshetra University, Kurukshetra, Haryana.

M. Chakravorty is Professor, Centre for Continuing/Adult Education and Community Services, M.S. University of Baroda, Gujarat.

Anupama Shah and Anita S. Thomas are Reader and Lecturer respectively, Department of Home Science Education and Extension, M.S. University of Baroda, Gujarat.

V. Vanaja is Associate Programme Co-ordinator, Materials and Media, State Resource Centre, Mysore.

Hazen Berndt is a national of West Germany having special interest in the Third World.

Akpovire, B. Oduaran, Department of Adult Education and Extra-Mural Studies, University of Benin, Benin City.

M.P. Prasad, P. Dattatri and M. Sudha are Scientists at CRIDA, Santoshnagar, Hyderabad, Andhra Pradesh.

## Editorial

*Five articles in this issue focus on women—their problems, sources of exploitation, their motivation, self concept, their perceptions about themselves, their health and ability to generate income. The role of women in adult education and development has been an important issue for quite some time engaging the attention of activists, educationists, governments voluntary agencies and international organisations. The United Nations Women's Decade officially came to an end in July 1985 with the 3rd United Nations World Conference for Women and the Forum 1985 of the Non-governmental Organisations held in Nairobi. The UN Women's Decade has been able to create a new awareness in women about their capabilities and goals.*

*There has been a comprehensive analysis of the factors responsible for making women all over the world a marginal group in society and systematically placing them at a distinct disadvantage, when it comes to education, health care and employment. The status of women varies considerably from one part of the world to another. Nowhere do women enjoy equal status with*

men. Although women play a key role in the provision of food, water, energy and health, their work is not only underestimated, but also not adequately recognised on account of male dominated capitalist and patriarchal norms. They are one third of the official paid workforce, but are concentrated in the lowest paid occupations.

Studies have confirmed the important links between the status of women in the five sectors—health, marriage and children, education, employment and social equality. Educational attainment is related not only to employment, but to health, family size and equality in marriage. Patterns of marriage and childbearing have a very strong impact on social and economic conditions of women and are in turn influenced by them.

Education is a very powerful force for change in a woman's life. It is also one of the areas in which, even in the poorest countries, governments have made larger investments over the last several decades, but their critical mass is yet to be achieved. In communities where many adults have little or no schooling, the role of teachers is very important. For girls in such communities, female teachers are prime role models.

Indian Adult Education Association, which celebrates its Golden Jubilee in May this year, has been giving top priority to adult education of women. The institution of the Tagore Literacy Award to a distinguished woman worker in the field of adult education for women demonstrates IAEA's commitment and concern in this area.

It is heartening to note that the National Perspective Plan for Women has been launched, and when implemented, will catalyse the efforts of organisations like IAEA and other activist groups in this vital area of national development. □

## Investment and Returns in Vocational Education : A Survey

Human beings were treated as part of capital from the early sixties—a time when empirical analysis in economics paved the way toward consideration of the role of education (as measured by the literacy rate among working population) and its effect on economic growth of nations. Even one of the well-known classical economists in the 18th century, John Stuart Mill believed that wealth existed for humans to spend on buying goods and services rather than considering them as part of capital. The human capital theory, which constitutes the level of education of the labor force and its contribution to economic development was developed by economists like E. J. Denison, T. W. Schultz and G. S. Becker. After subtracting the return to physical, the unexplained residue of nearly 23 percent increase in national income was attributed to increases in the skills, training and educational attainments of the labor force. Another study in the same area attributed 36-70 percent of unexplained earnings of labor between 1900-1956 in U.S.A. to improvement in the skills of American workers. After identifying positive effects of human capital on gross national product, many countries in both the East and the West embarked on an expansion of colleges and universities by allotting major portions of their annual budgets. Table I shows the percentage of GNP and government expenditures devoted to education in a select number of countries. China and Japan spent the highest percentage of their budgets as opposed to Ireland and Germany with lowest amounts on education.

In vocational education, though it constitutes part of general education, emphasis in teaching is placed on technical aspects which help to prepare illiterate workers for employment as well as to improve their chances of

getting a variety of jobs in agriculture and industry. The major objectives of this paper centered on vocational education are :

TABLE 1

Government Expenditures on Education\*

<i>Country</i>	<i>Year</i>	<i>Percent of GNP</i>	<i>Percent of Total Public Expenditures</i>
Argentina	84	4.4	N.A.
Australia	84	6.5	13.2
Brazil	84	6.6	N.A.
China	85	2.9	22.6
India	85	3.7	9.4
Indonesia	81	2.0	9.3
Japan	83	5.6	18.7
Egypt	85	4.7	N.A.
Italy	83	5.7	9.6
France	85	5.8	N.A.
Ireland	84	6.7	9.1
Soviet Union	83	6.6	10.2
Sweden	85	17.7	12.6
Switzerland	85	4.9	18.6
U.S.A.	84	6.8	N.A.
Federal Republic of Germany	85	4.6	9.2

\* Source : Statistical Yearbook, Paris, UNESCO, 1987, Table 4.1, pp. 4.5—4.19  
N.A.=Not available

to present a development strategy for identification of occupational structure;

to provide the tools for estimation of graduates needed in the future;

to outline and estimate costs and returns to investment on vocational training;

to present an overview of financing of vocational education in a few countries; and

to suggest structuring and running of vocational centres in developing countries.

The most important step in development includes starting primary, secondary and vocational schools to enhance the literacy of population and prepare the infrastructure for the absorption of surplus manpower resulting from the mechanization of agriculture, in which 70-75 percent of the population derive their major source of income. To have self-sustained

growth, developing nations should endeavour by devoting more monies from their budgets to building of small and medium size industries; this, in addition to the mechanization of agriculture, which will form the basis for a future integraion of trained engineers, scientists and physicians produced by colleges and universities for heavy industrial growth. Countries in Europe, for reasons of prestige in international political circles, embarked on heavy industrial development without strengthening the infrastructure ended up with shortages of skilled personnel and raw materials leading to high unemployment and economic instability. To prevent these undesirable effects, countries should modernize agriculture and industry simultaneously, giving them equal emphasis through applying balanced growth theory, allowing inputs of one sector as outputs of another sector and vice-versa. For example, tractors, combines, harvestors and other agricultural implements produced by industry become inputs of agriculture for its modernization and agricultural produce, such as grain, vegetables, fruits, fish, milk and eggs can be converted into flour, oil, canned and frozen goods by industry.

### **Manpower Planning**

Manpower planning is essential to each country for estimating the number of required vocational institutes, the number of teachers and student-teacher ratios. Educational planning should reflect the occupational structure, which is based on the stage of development of a nation. Once the development strategy, as was outlined, and the resulting occupational structure are identified, forecasting of manpower needs becomes simple. One approach, which can bring about a balance between occupational structure and educational requirements is by the introduction of supply-side economics or Reagonomics, which allows market forces to prevent imbalances without government intervention. However, language differences, cultural, social and religions convictions prevent labor mobility from responding to market signals, such as demand and supply resulting in disequilibrium in the labor market with shortages and surpluses. The second approach by which estimation of required vocational graduates can be attempted is by issuing a questionnaire, or by interviewing a sample of employers regarding their future output expansion, number of skilled workers expected to be hired, or by using output targets established by the government; from targeted number, derive net demand after subtracting the workers, who will undergo on the job training provided by employers; add 10-15 percent more workers to net demand totals to take care of changes resulting from substitution of machinery for skilled labour due to technological advances; determine the number of vocational institutes, their locations, areas of specialization and enrolment limits; establish teacher-student ratio because staff salaries constitute 75-80 percent of operating budgets of school boards in developing nations; and revise established targets for graduates in vocational areas each

seven years to take care of changes in technology, consumer tastes and birth rates.

The principle of opportunity cost (foregone earnings in the alternative area) needs to be employed in measuring the costs of vocational education, which consist of private and social costs (including current and capital costs). A number of methods were used in economics to measure the costs of vocational or general education, like marginal cost analysis, cost benefit analysis, and discount cash flow expressed either in current or constant dollars. The private costs of education constitute earnings foregone by students to attend schools, expenditure on books, tuition and transportation costs, room and board during the study or training period; social costs refer to cost of land occupied by vocational education institutes, construction costs of buildings: machinery, equipment and foregone expenditure of students which might have been diverted to consumption of goods produced by the society; current costs consist of electricity, water, painting, stationary, library materials, teacher and staff salaries; and capital costs refer to buildings and their maintenance, and replacement of worn-out machinery with updated ones.

Let us look at a method by which one can derive the cost of attending a school until the completion of a degree or diploma :

$$P.V. = \frac{X}{(1+i)^t} \text{ where}$$

P.V. = present value of money

X = money spent or invested on education

i = rate of interest or market rate of return

t = time or number of years.

Once costs (private and social) are estimated, they can be expressed in nominal or real values.

As far as returns from vocational education are concerned, they can be derived by applying the same formula which is used to estimate the costs of attending schools and by checking statistical publications issued by the federal, or provincial agencies, commercial organizations, or associations by areas of specializations and salaries. Though direct benefits accrued to individuals are visible, non-monetary benefits (externalities or third party effects) to the society can only be quantified with difficulty. However, a weight of 8-10 percent of private direct returns should be assigned in the calculation of total returns. The non-monetary benefits which include social and psychological effects enhance productivity, reduce crime rate, broaden the horizons of workers, and increase the national incomes of nations. The literature on actual earnings and expected earnings of students demonstrate that both are closely related and in some occupations actual

earnings far exceed expected earnings in the U.S.A., Philippines, U.K. and Egypt.

### Benefits

Since vocational education benefits the individual directly through higher income and indirectly the society through reducing income disparities and increased gross national products, federal and state governments have a vital role to play in making education accessible to all eligible students irrespective of communal, religious and economic affiliation; expecting students to bear high percentage of costs of education by increased tuition fees or directing subsidies to institutes might benefit the rich and prevent the poor from having equal access to education; instead, state governments should encourage financial institutions by assuring them repayment of loans on behalf of students in case of default and arrange student loans, which consist partly loan amount with no interest up to the completion of a diploma and partly government grant (non-repayable); and issue coupons to families to enable them to send their children to schools of their choice.

Historically, the cost of on the job training had been shared by the employer providing office space, trained instructors, and laboratory equipment and the employee accepting reduced wages during the period of training. The U.K. government through legislative reforms in 1974, created a Board and levy-grant urging firms, which have not been providing on the job training to contribute 1-3 percent of their total wage bill to the newly created training fund. The fund was used by the Board to subsidize both on the job and off the job training to workers, to set work and quality standards, and the duration of training. Roughly, 1/2 to 1/3 of general education annual budgets in U.K. were diverted to funding vocational education.

Table II shows the percentage of current educational expenditures diverted to vocational areas by a sample of countries. Though it is difficult to arrive at a conclusion based on lack of information about the amount allotted to vocational education by many countries listed in the table, it appears Austria spent the highest amount by allotting 18.2 percent followed by Italy with 16.2 percent and China spent a marginal amount by diverting 2 percent followed by Mexico with 5.1 percent.

In the U.S.A. retaining costs covering on the job and off the job training were shared by employers and labor unions, and approximately \$10 billion were spent in 1979 by private firms, of which 70 percent (\$7 billion) was expended on informal training and 30 percent (\$3 billion) on formal training. In addition, the U.S. government for the same year spent \$6 billion on training. Sweden, Italy, and France, through legislative changes introduced tax exemption to employers who offered training, tax rebates to

TABLE II

## Public Current Expenditure on Education—1987\*

Country	Year	Total amount (billions of individual country's currency)	Vocational Education %
Egypt	1982	9.7	N.A.
Haiti	1985	11.7	5.5
Mexico	1985	10.2	5.1
U.S.A.	1982	215.0	N.A.
China	1985	18.4	2.0
India	1985	70.8	N.A.
Japan	1982	10.4	N.A.
Singapore	1982	9.8	4.8
Austria	1984	66.4	18.2
France	1982	194.7	N.A.
Italy	1983	28.1	16.2
Sweden	1985	57.7	N.A.
Switzerland	1984	10.2	14.0
U.S.S.R.	1985	33.3	14.7

\* UNESCO Statistical Yearbook, Paris 1987, pp. 4.42 to 4.50.

N.A.=Not available

families who sent their children to vocational education schools, paid educational leave to employees to upgrade skills in established institutes, and in some occupations costs were shared by employers paying 50 percent, employees 20 percent and the government 30 percent of total cost. The trend toward paid educational leave has been given top priority in collective bargaining both in the private and public sectors while the historical trend of cost sharing between employees and employers is disappearing rapidly in North America.

### High Emphasis

Canada, particularly among industrialized nations, placed high emphasis on the importance of education of human capital by spending 7.7 percent of GNP. During a five year period, 1979-84, for which data is available, Canada spent more monies on vocational education than on elementary and secondary schools, colleges and universities, in spite of the fact enrolment increased steadily in degree granting post-secondary institutions. Of the total education expenditures of \$30.2 billion in 1983-84, 9.1 percent was funded by the federal, 67.6 percent by the provincial, 15.6 percent by municipal governments and the remainder 7.7 percent was received from student tuition fees and private contributions. Since education is mainly a provincial responsibility in Canada, provinces expended 65.3 percent (\$19.7

billion) of education budgets on elementary and secondary schools, 7.9 percent (\$2.4 billion) on post secondary non-university programmes in vocational areas offered by community colleges, 20 percent (\$6.04 billion) on universities, and 6.8 percent (\$2.03 billion) on vocational education institutes. Training on the job offered by firms was funded by the federal government on a cost sharing basis (50-50) in all provinces. Though provincial and municipal expenditures on education for a five year period remained constant in nominal terms, they declined in real dollars. However, the federal share of funding during the same five year period increased from 7.5 percent to 8.4 percent.

Though high importance was assigned by Canada in the past on education, in recent years, expenditures in non-education areas went up by 73.4 percent as opposed to education where the increases amounted to 50.8 percent in all three levels of governments (federal, provincial and municipal). The declining interest exhibited by provinces toward education affected its quality reflecting on outdated laboratory equipment increased class size ranging from 30-40 students in the sixties to 120-150 students in the eighties, and lack of enough money to update library collections. Provincial governments after realizing their mistakes in underfunding of post secondary education, have in the past couple of years increased per capita grants and other subsidies to universities. However, on relative basis with universities and colleges, emphasis is now being placed on vocational education by increasing funds from 5.9 percent to 6.8 percent of education budgets (1979-83) which illustrates the direction of educational policy in Canada toward producing graduates to match the practical needs of industry and agriculture.

### **Functional Autonomy**

Regarding the structuring of vocational institutes, they should be funded by state governments and be allowed to function autonomously in matters of academic decision—making like curriculum and staffing. A Board consists of elected members from faculty of the institute, professionals from the community and associations, employers representing different industries, faculty from colleges and universities. The president of the institute acts as chairperson of the Board for a five-year period initially, renewable subject to satisfactory performance for another 5 year term by the Board members. The chairperson steps down after serving a maximum period of two terms, allowing the Board to elect a member from among themselves. No member is allowed to hold the office of the chairperson exceeding ten years (two terms). The curriculum changes made by the Board should reflect practical needs of industry and agriculture as opposed to theoretical considerations, which are supposed to be emphasized in universities. Instructional staff in degree granting institutions should be permitted to teach on overload basis

in vocational institutes with monetary compensation on an hourly basis, or lumpsum stipend and they should be encouraged to interact with vocational staff members for exchange of ideas in teaching.

The institute should separate fiscal accountability from academic freedom, and flexibility would be achieved by creating a second Board parallel to the Board of governors in North American universities, with the responsibility of looking after the financial needs and expenditures of the institute, raising funds from the community and businesses for capital projects and research. The membership consists of the president of the institute as ex-officio (non-elected permanent member), three elected teaching faculty of the institute, four members appointed by professional associations, community and businesses, two members appointed by the government, one student representative and one from alumni association for a five year term. One of the members is elected as chairperson for one term (5 years), renewed to a maximum of one more term by majority vote. No one holds the office of the chairperson exceeding 10 years.

It is important to look into the possibility of creating a centre in each state or province to coordinate the functions of individual institutes and their research; to collect and disseminate research results of staff members to academic and non academic community; to raise funds and issue awards to individuals who made significant contributions in vocational education. The Centre should be funded by donations made by the public, alumni, professional associations, employees of vocational institutes and grants from government agencies. □

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## Literacy in Saurashtra—Some Issues

The role of education in the form of investment in human capital in the process of economic development is well established. According to Bowman-Anderson, forty percent adult literacy was a necessary condition, but not sufficient in 1950, for attainment of per capita income above US \$200. It was only when literacy rates exceeded eighty percent that per capita income surpassed US \$ 500. This paper tries to examine the literacy situation in Saurashtra with respect to change in literacy rate over the period 1971-1981. It also attempts to show the magnitude of the problem of illiteracy by showing the number of illiterate children in the age group 5-14.

Comparison of educational status at two different periods can be a fruitful exercise, which should enlighten us in the matter of changes in literacy rate which is again useful to formulate future programmes.

## Literacy Rates

Table 1 shows the literacy rates in Saurashtra in 1971. The overall literacy rate for Saurashtra was 33%. Rajkot was at the top with 39.2 of literacy and Surendranagar was at the bottom having 29.2 percent. Amreli was relatively better than the remaining four districts.

TABLE 1

### Literacy Rate : 1971

Sr. No.	District	Rural			Urban			Over-all		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Amreli	40.0	19.7	30.11	58.2	36.9	47.9	43.2	23.2	33.6
2.	Bhavnagar	34.9	12.2	23.8	61.8	40.8	51.7	43.6	21.2	32.7
3.	Jamnagar	31.9	13.1	22.7	58.7	28.8	49.1	41.4	22.1	32.4
4.	Junagadh	33.6	12.5	23.4	58.7	36.7	48.1	41.0	19.6	30.6
5.	Rajkot	38.9	17.6	28.5	65.6	46.7	56.5	49.2	28.7	39.2
6.	Surendra- nagar	32.3	11.3	22.0	60.8	40.3	50.8	40.0	19.0	29.9
7.	Saurashtra	35.3	14.34	25.1	61.3	40.8	50.7	43.2	22.3	33.0

Source : Population census : 1971, Series 5, Gujarat.

(3)

Urban literacy rate was double the rural literacy rate. Rajkot was again the highest for urban literacy and Amreli for rural literacy.

It seems that female literacy rate was nearly half the male literacy rate for Saurashtra. Rajkot was having the highest female literacy rate (overall), but its position regarding female literacy in rural areas did not remain the same. Amreli was having the female literacy rate of 20% and it was the highest among all. Female literacy in rural areas was lower than that in the urban area for all the districts.

Difference between female literacy in rural areas and urban areas is more than double for all the districts and for Saurashtra as a whole but the difference between two sexes was more pronounced in rural areas. Literacy rates in 1981, are presented in table 1.1

As shown in Table 1.1, in 1981, the overall literacy rate reaches 43% in Saurashtra but except Rajkot, all the other districts have literacy rate lower than the average. Junagadh and Amreli were next to Rajkot, but the gap between them is quite high.

TABLE 1.1

## Literacy Rates : 1981

Sr. No.	District	Rural			Urban			Over-all		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Amreli	48.8	28.8	38.9	64.0	44.8	54.6	51.9	32.0	41.6
2.	Bhavnagar	43.7	19.1	31.6	65.9	46.1	56.3	51.1	28.0	39.8
3.	Jamnagar	42.04	22.0	32.4	63.2	44.4	54.4	50.2	30.3	40.5
4.	Junagadh	47.4	23.9	35.9	64.5	44.4	54.7	52.6	30.2	41.6
5.	Rajkot	50.3	29.0	39.9	69.3	53.1	61.4	58.1	39.0	48.8
6.	Surendra-nagar	41.5	17.5	29.8	66.1	45.7	56.3	48.6	25.6	37.5
7.	Saurashtra	46.0	23.6	35.0	66.0	47.2	56.9	52.7	31.4	43.3

Source : Statistical outline of Gujarat 1986, Page 256.

(4) Statistical abstract of Gujarat State, 1983-84.

Urban literacy rate is nearly 57% for Saurashtra and that for rural literacy is 35%. So the gap between these two rates declined during the decade 1971-81. Rajkot district with 61% literacy, tops in urban literacy and all others were also having literacy above 50% in urban areas. Amreli was having the highest rural literacy in 1971, but Rajkot was the first in 1981 and Amreli second.

Sexwise comparison shows that male literacy was higher than female literacy. It was higher by nearly 21 points for urban areas in 1971 and in 1981 it was 19 points higher. However, in the rural areas, the differential between the literacy rates of the two sexes increased during the ten years. On the whole, the gap between the two sexes in rural areas was 21 points in 1971 and it was nearly 22 points in 1981. The gap between the two sexes shows a decline in urban areas but for rural areas it is rising a bit.

### Growth of Literacy—1971-81

Growth of literacy during 1971-81 is shown in Table 2. Overall literacy increased by 31% in Saurashtra. Junagadh achieved the highest growth rate. But achievements in rural literacy rate and female rate are noteworthy. The remaining five districts are close to each other, but overall growth rate is lowest in Bhavnagar District.

The increase in rural literacy rate is higher than the urban literacy rate for all the districts. Junagadh has done well in raising the rural literacy rate. Jamnagar is next to it. Rise in female literacy is also higher than the same for male literacy in urban as well as in rural areas, but the results of rural areas are better than the urban areas.

TABLE 2

## Growth of Literacy Ratio (Percentage) 1971-81

Sr. No.	District	Rural			Urban			Overall		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Amreli	20.0	46.2	29.19	10.0	21.41	14.0	20.4	37.9	23.8
2.	Bhavnagar	25.21	56.6	32.8	6.6	12.99	8.9	17.3	31.6	21.7
3.	Jamnagar	32.92	67.9	42.7	7.7	54.17	10.18	21.4	37.1	25.1
4.	Junagadh	41.07	91.2	53.2	9.88	20.98	13.7	28.2	53.8	35.95
5.	Surendra-nagar	28.48	54.9	35.5	8.72	13.4	11.0	31.6	34.2	25.32
6.	Rajkot	29.31	64.7	40.0	5.64	13.7	8.7	18.2	35.5	24.5
7.	Saurashtra	30.31	64.6	40.0	7.67	15.69	12.2	26.5	41.7	31.24

We can say that during this period, efforts were made to narrow down gaps in literacy between two sections of the society. But as has been mentioned earlier, in 1981, the difference between the literacy rate of two sexes and the gap between the literacy rate of urban/rural areas is not much lowered. It can be concluded from the above analysis that (i) the rate of literacy is rising in Saurashtra in all the districts. (Increase in literacy rate is 31% in Saurashtra and population growth is nearly 28%) (ii) literacy in rural areas and female literacy are showing higher percentage rise during 1971-81. (iii) rural literacy is still below 40 percent, but the gap between urban and rural rates is narrowed. (iv) female literacy has shown good results during 1971-81, but the difference between the two sexes could not be much narrowed down. (v) Junagadh has achieved highest literacy rates, particularly for female and rural areas while Bhavnagar could not do well.

## Number of Illiterates

On the whole, the growth of literacy rates, though not satisfactory can be considered as moderately tolerable. But the other side of the coin is the number of illiterates that is to be brought into the net work of literacy. This is presented in Table 3.

Total illiterates in Saurashtra were 4993 thousand and the number rose to 5529 thousand during 1971-81, showing an increase of nearly 11 percent. So we have a situation in which literacy ratio is rising alongwith the increase in total number of illiterates. Our efforts to remove illiteracy or to achieve 100% literacy need to be accelerated further.

District-wise comparison shows that out of the total number of illiterates, Bhavnagar, Junagadh and Rajkot claim nearly 20 percent, and all the three together account for more than 60% of the total. Bhavnagar shares 20% of male as well as 20% of the female illiterates while Junagadh shoulders 22% of the total. These figures show the size and form of illiteracy.

TABLE 3

## Illiterates in Saurashtra : 1981 (in '000)

Sr. No.	District		Total	Male	Female
1.	Amreli	Total	625	263	362
		Rural	525	222	303
		Urban	100	41	59
2.	Bhavnagar	Total	1131	469	662
		Rural	858	359	499
		Urban	273	110	163
3.	Jamnagar	Total	829	356	473
		Rural	589	256	333
		Urban	240	100	140
4.	Junagadh	Total	1226	510	716
		Rural	936	393	543
		Urban	290	117	173
5.	Rajkot	Total	1072	449	622
		Rural	739	313	425
		Urban	333	136	197
6.	Surendranagar	Total	646	275	371
		Rural	517	223	294
		Urban	129	52	77
7.	Saurashtra	Total	5529	2322	3206
		Rural	4164	1766	2397
		Urban	1367	556	809

Note : There is slight error due to rounding off in total.

Source : Census of India 1981, Series 5, Gujarat, Para IV-A.

(5)

### Number of Illiterates In age group 5-14

To eradicate illiteracy, one should be more attentive to new entrants; i.e. children. Ideally, all the children (age group 5-14), should be school-going. Biologically they are not fit to do any income earning manual work. If they are not properly trained, certain mental abilities in them may not be developed at all. Hence this is a crucial group for raising the literacy ratio of future generation. District-wise and sex-wise data are presented in Table 4.

According to 1981 Census, the total number of illiterate children in Saurashtra are 1202 thousand, in which the number of girls are higher than boys by 114 thousand. Junagadh, Bhavnagar and Rajkot are having more than 200 thousand of illiterate children. If we take the percentage of children then, 38% of this age group in Rajkot is illiterate. Surendranagar is having the highest percentage of illiterate children. Bhavnagar and Jamnagar are having nearly 49-50% of illiteracy in children. This figure is alarming for all the districts of Saurashtra, though Saurashtra shows a slightly better position than Gujarat. Here also, the percentage of female children is higher than the male. This shows an in-built tendency of the society.

TABLE 4

**Number of Illiterate Children  
(Age Group 5-14)**

Sr. No.	District	Number of Illiterates			Percentage to total population (Age Group 5-14)		
		Male	Female	Total	Male	Female	Total
1.	Amreli	65,597	76,032	1,41,629	40.8	51.3	45.9
2.	Bhavnagar	1,14,091	1,43,035	2,57,126	49.0	58.3	49.6
3.	Jamnagar	84,848	1,00,585	1,85,433	42.8	55.4	48.9
4.	Junagadh	1,17,219	1,46,814	2,64,033	38.0	52.2	44.8
5.	Rajkot	99,142	1,12,368	2,11,510	34.4	42.5	38.2
6.	Surendranagar	63,307	79,435	1,42,742	42.9	61.0	51.4
7.	Saurashtra	5,44,204	6,58,269	12,02,473	39.6	52.6	45.8
8.	Gujarat	18,56,193	23,03,213	41,59,406	43.1	59.9	46.3

Source : Census of India, 1981, Series 5, Gujarat Part IV-A.

(6)

It may be noted that the above table shows only those who have not gone to school. The children who attended just one or two standards of school and then dropped out are not considered. These children are as good as illiterates. They are considered literates by definition, but their education is too low to affect their understanding or productivity.

## 5. Summing up

Analysing the literacy rates for Saurashtra during 1971 and 1981, we can say that literacy rates were low in rural areas and they were still lower for female. Literacy ratio is rising in all the districts. But Bhavnagar and Surendranagar are required to pay more attention to raise the literacy ratio. Difference between urban and rural literacy is narrowing slowly. But the difference between the literacy rates of two sexes could not be narrowed down much.

The number of illiterate persons is found increasing. Suitable programmes both formal and nonformal, have to be designed to cope-up with this rising problem. Illiterates as a group should be treated first. Special treatment is required for women. This is not because of their sheer size but their capacity to influence the literacy level of the future generation.

It is found that all the districts show some basic constraints to the schooling of children. Each district should find out the root causes of this inherent tendency and suitable programmes should be planned accordingly. This also requires more freedom at the district level in designing the schemes and in implementing them. Of course, there are some educational programmes for children, but these are not enough to solve the problem on a permanent basis. What we suggest is a movement to enrol all the children of schooling age and then to see that they should not drop out from schools. The State, having provided schooling facilities, will have to move from house to house to bring children to the school. □

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## The Spheres of Influence of University of Ibadan Extra-Mural Centres

In Nigeria extra-mural education is considered as a form of supplementary, remedial or complementary education or better still it can be perceived as non-formal or additional education. The Adult Education Department of the University of Ibadan, provides education to workers, school dropouts and those who missed an earlier opportunity provided in the formal school system to obtain post elementary qualification through the system of extra-mural education.

In the past, before the establishment of universities, such work was undertaken by government departments, individual Nigerians and voluntary bodies. It is when remedial education is provided by universities that the names extra-mural work or university extension service come in. The department of Adult Education was originally known as the Department of Extra mural Studies at the time of its creation in 1949. The department has gone through many changes and performed creditable functions in the field of training and research before becoming the Department of Adult Education as it is known today. The change came in 1964. In the early days of the Department of Extra-Mural Studies, it was clearly spelt out by the Ashby Commission that through such Centres, it must be possible for the University to maintain direct contact with the Community; preventing graduates from becoming a separate class divorced from the aspiration of

their fellow citizens; and spreading their influence far and wide and giving the public an understanding of what the University is doing.

During these early periods the students were not prepared for any specific examination but they were only imparted useful and general knowledge in various subjects. Of course, the core of whatever they were taught was useful for one examination or another.

By 1962, the students were requesting that the existing programmes be geared to helping them pass various examinations, and even though the University continued the tradition of liberal education for a while after her autonomy in 1962, she had to give in to offering examination-oriented extra-mural courses. So, in 1967/68, half of the University Extra-mural classes were geared to the ordinary and advanced level examinations of the General Certificate of Education (G.C.E.).

During the 1940s and 1950s the University of Ibadan was the only University in the country; therefore, the extra-mural classes were distributed throughout the country; for example, in places like Kwara, Logos, Plateau states and in Ibadan. All these were possible only by the assistance of part-time tutors made up of both private citizens and government officials who resided in the areas where classes were organized. But with the establishment of new Universities as from 1962, the responsibility of organizing extra-mural classes was shared among the emerging institutions.

As of today, there are four extra-mural centres organized and conducted by the Department of Adult Education, University of Ibadan. These centres are at Abadina, University of Ibadan, Aperin, Iwo Road and Oke-Ado—all within Ibadan. The present study concerns itself with these centres.

### **The Spheres of Influence—A Conceptual Framework**

Like any educational institution, the extra-mural centre reaches out to serve and influence the area surrounding it. In return, what goes on in the centre reflects the resources and character of the surrounding region. The area which the extra-mural centre serves, is called its dominant trade area or its sphere of influence. A small centre reaches out a few kilometres, while a larger centre is expected to have a sphere of influence which will be very wide. The study therefore attempts to objectively investigate the differential spatial dimension of the spheres of influence of the four extra-mural centres, and the factors that are likely to be responsible for the spatial differences in the demand for extra-mural education in Ibadan city.

Most of the past studies on the spheres of influence of an institution have attempted to emulate physical studies by using analogies. Probably, the most famous of these physics—social science analogies has been the attempt to develop a *social physics* by application of Newton's Laws of Gravity to

spatial interactions, (Taylor P.J. 1979). Such attempts have a long history going back into the last century. But in recent times the most explicit drawing of the social physics analogy is found in the work of the Princeton astronomer Stewart (1941). His initial interest was stimulated by his observation that students at Princeton came mainly from the local region with progressively less number as distance from Princeton increased (Stewart 1941). This led him to propose that by replacing the physicists 'masses' by demographic 'masses' i.e. population, we can derive demographic laws of gravity (Olsson 1965).

Solola, O.O. (1978) investigated into the spatial structure of the demand for higher education in the University of Ibadan, and concluded that the spatial variation in the demand for higher educational services at the University of Ibadan are caused by factors which are also distributed spatially. Hence her findings were in tune with those suggested in earlier studies based on other types of spatial interaction between places—Olsson 1965, Christaller 1933 etc. All these researchers concluded that the characteristics of places of supply and demand along with the behaviour of people affect the variation generally observed in the intensity of spatial interaction.

Every point-located facility (like the extra-mural centres) reaches out to serve and influence the area surrounding it. In effect, any such facility produces movement which creates fields or spheres of influence (Okafor 1984). In central place theory the volume of movements usually decreases with increasing distance, and this determines the size of the catchment area.

The spatial distribution of the extra-mural students is an empirical measure of the demand for extra-mural services at different locations in the city, and thus will be used as index of the sphere of influence of each centre. Many factors affect the sphere of influence of any service centre e.g. the size of the centre, which would be measured in terms of quality and quantity of personnel and capacity. On the basis of size, it is possible to envisage a hierarchy of extra-mural centres, among the four centres to be studied, in which those at the top would generate demand from wider geographical zones, than those lower down in the hierarchy. Higher order extra-mural centres are expected to dominate larger complementary regions and offer a wider range of courses than the lower order ones.

Distance is important in determining complementary regions, especially 'economic distance' measured by either travel time or transport cost. The outer limit or maximum distance (i.e. range) beyond which students will not report at a given extra-mural centre will define its spheres of influence. But it is obvious that this distance elasticity of demand for extra-mural services will also depend upon certain extra-mural centre's characteristics, e.g., size, number and quality of specialized courses offered.

In conclusion, because of the special nature of extra-mural education (i.e. it is a system not involving the total population), attention and emphasis will be placed more on the supply points rather than on the demand areas. Therefore the general interaction theory which is concerned with the evaluation of the existing locational attributes of services activity especially in terms of consumer, use, will be used as the conceptual framework for this analysis of the spheres of influence of the extra-mural centres in Ibadan city. The theory states that movement between an area of demand and one of supply will occur in direct proportion to the strength and attractiveness of the competing centres providing the services (i.e. the supply points) and in inverse proportion to the distances or perceptual barriers between them.

### Empirical Examination

The location of a sample of students attending the four extra-mural classes in Ibadan during the session 1983/84 constitutes the main body of data used in this paper. However, the data had to be aggregated on a city ward basis. Data on the distances between students origins and the extra-mural centres were calculated as the distance between the centre of the respective wards and the extra-mural centres.

However, primary data were also made use of. The student enrolment records were checked in the Department of Adult Education in order to discover the importance of each centre in terms of size. Other subsidiary information were also collected from the departmental records.

In paragraph one of this section, it was mentioned that the bulk of this study was based on questionnaire administered to a sample of extra-mural students. Table 1 shows the size of this sample. On the whole a sample size of 23.3% was studied, though this varies from 21.4% in Oke-Ado to 29.6% at Iwo Road. The slight variations in the sample size among the centres do not, in any way, affect the acceptability of our level of analysis.

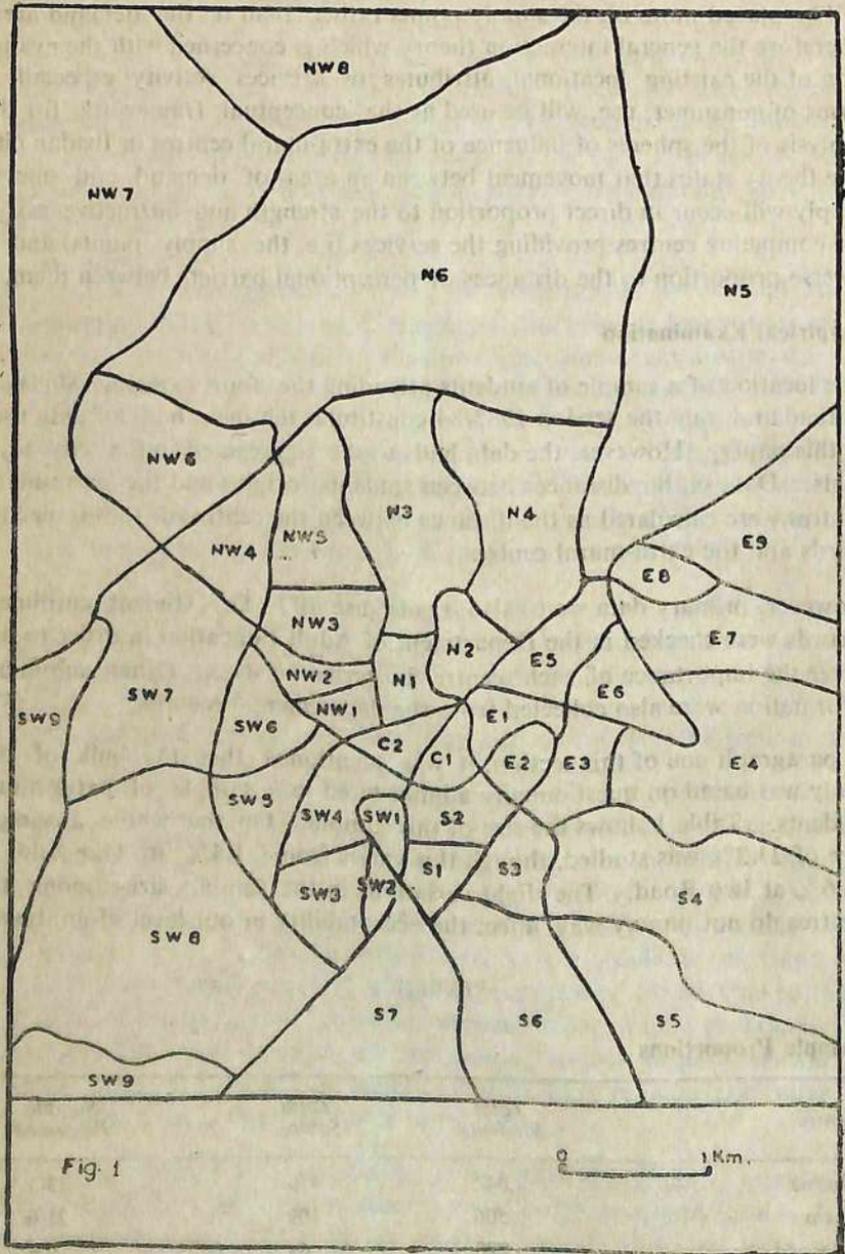
TABLE 1

### Sample Proportions

Centre	Total Students	Total Sample	Sample Percentage
Abadina	2,042	476	23.3
Aperin	506	109	21.6
Iwo Road	220	65	29.6
Oke-Ado	281	60	21.4
TOTAL	3,048	710	23.3

Source : Adult Education Departmental Records and Survey Results.

# IBADAN WARD MAP



# SPHERE OF INFLUENCE OF ABADINA CENTRE

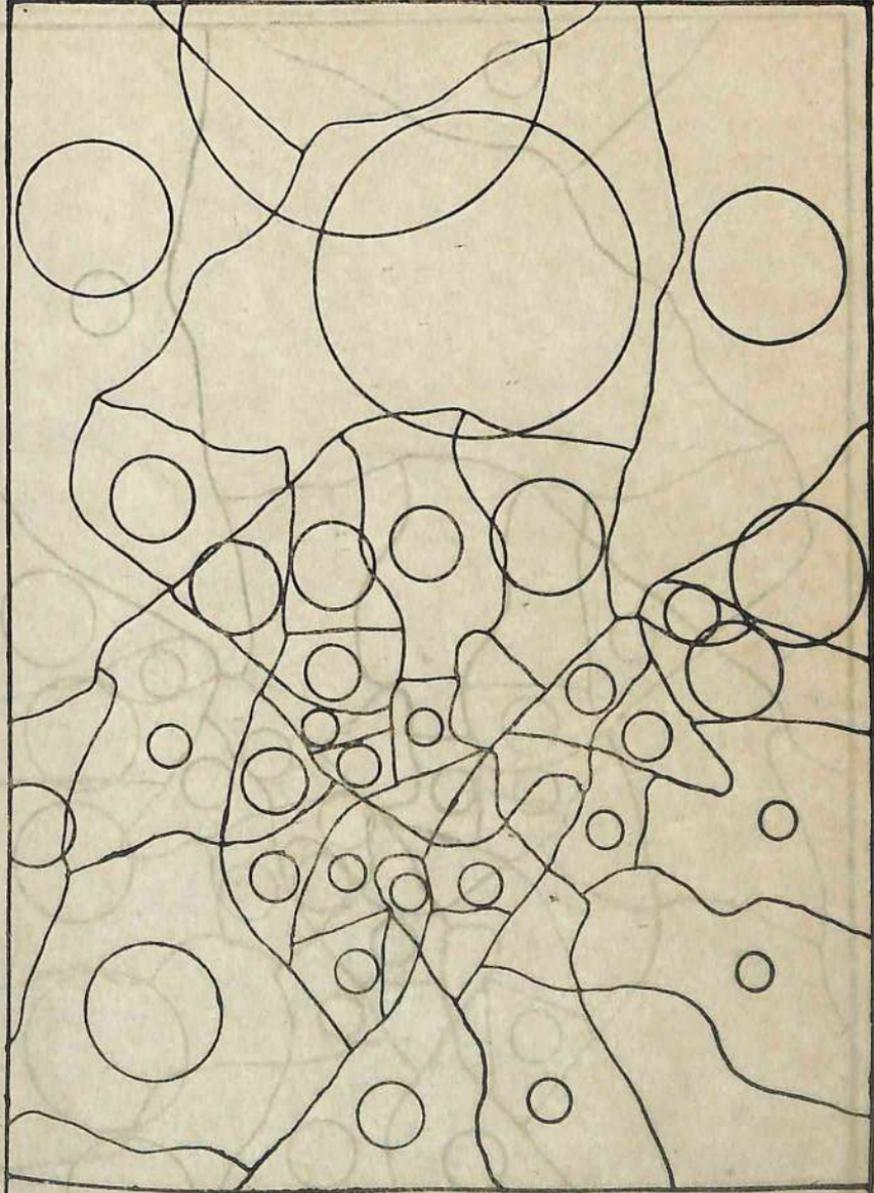
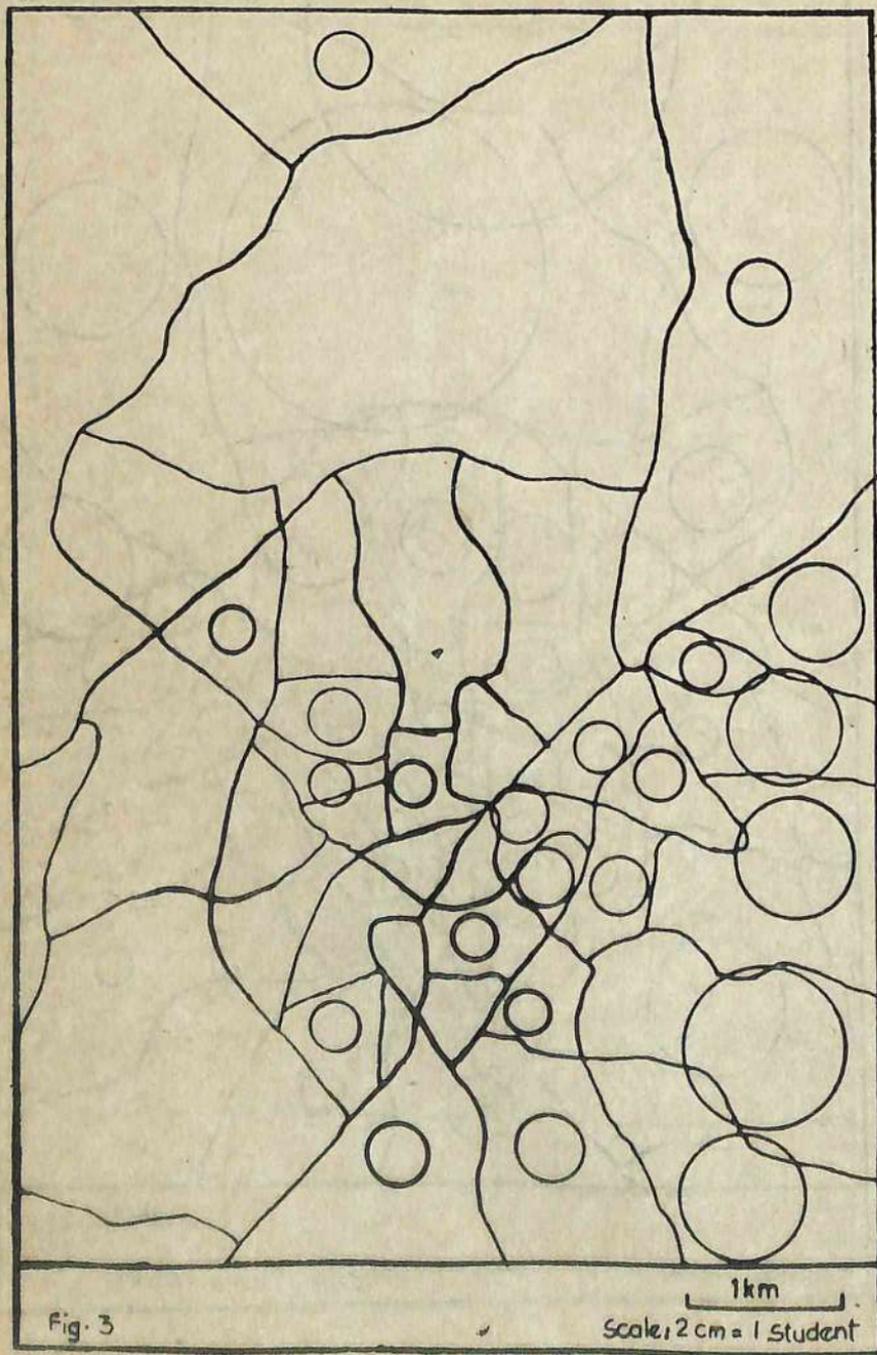


Fig. 2

Scale: 2 cm = 1 Student

# SPHERE OF INFLUENCE OF APERIN CENTRE



# SPHERE OF INFLUENCE OF OKE ADO CENTRE

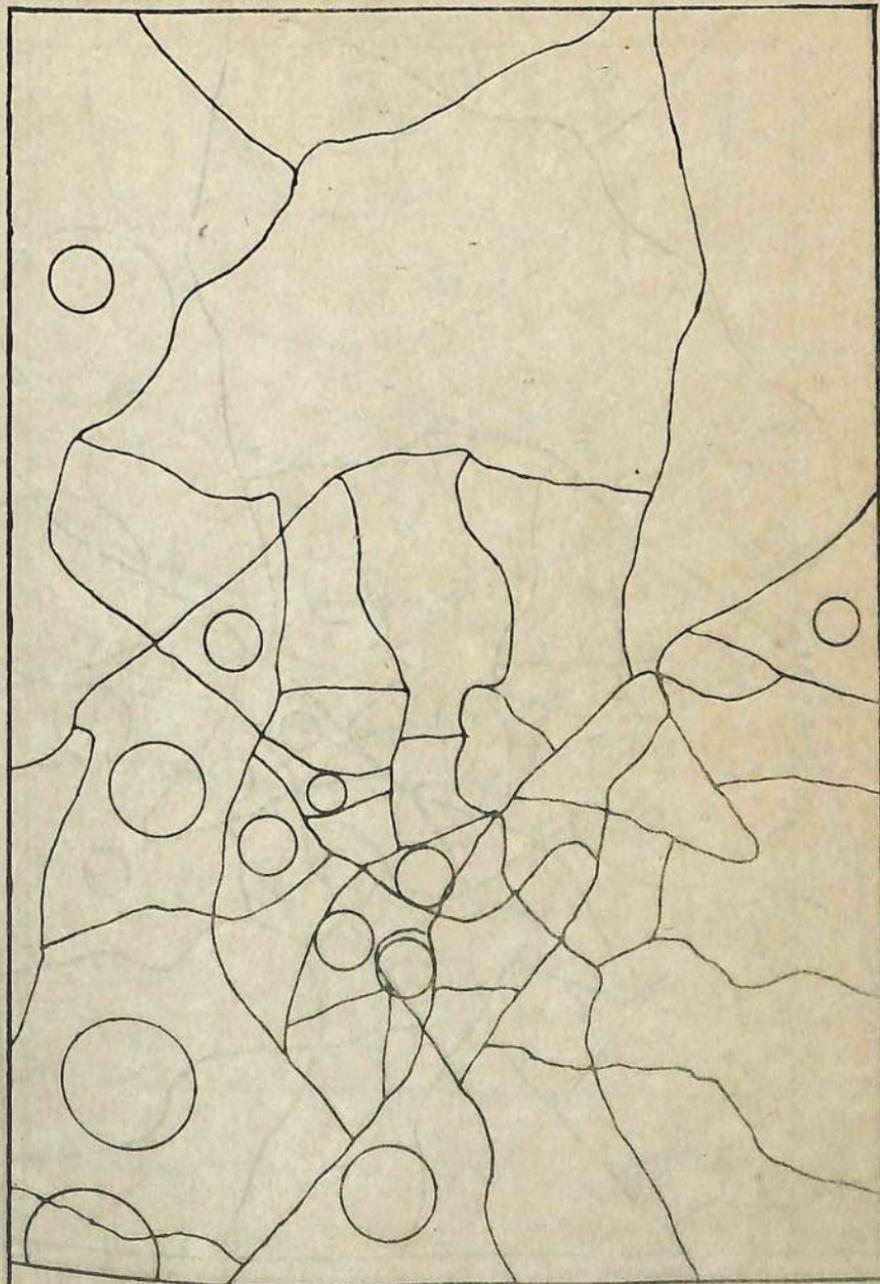
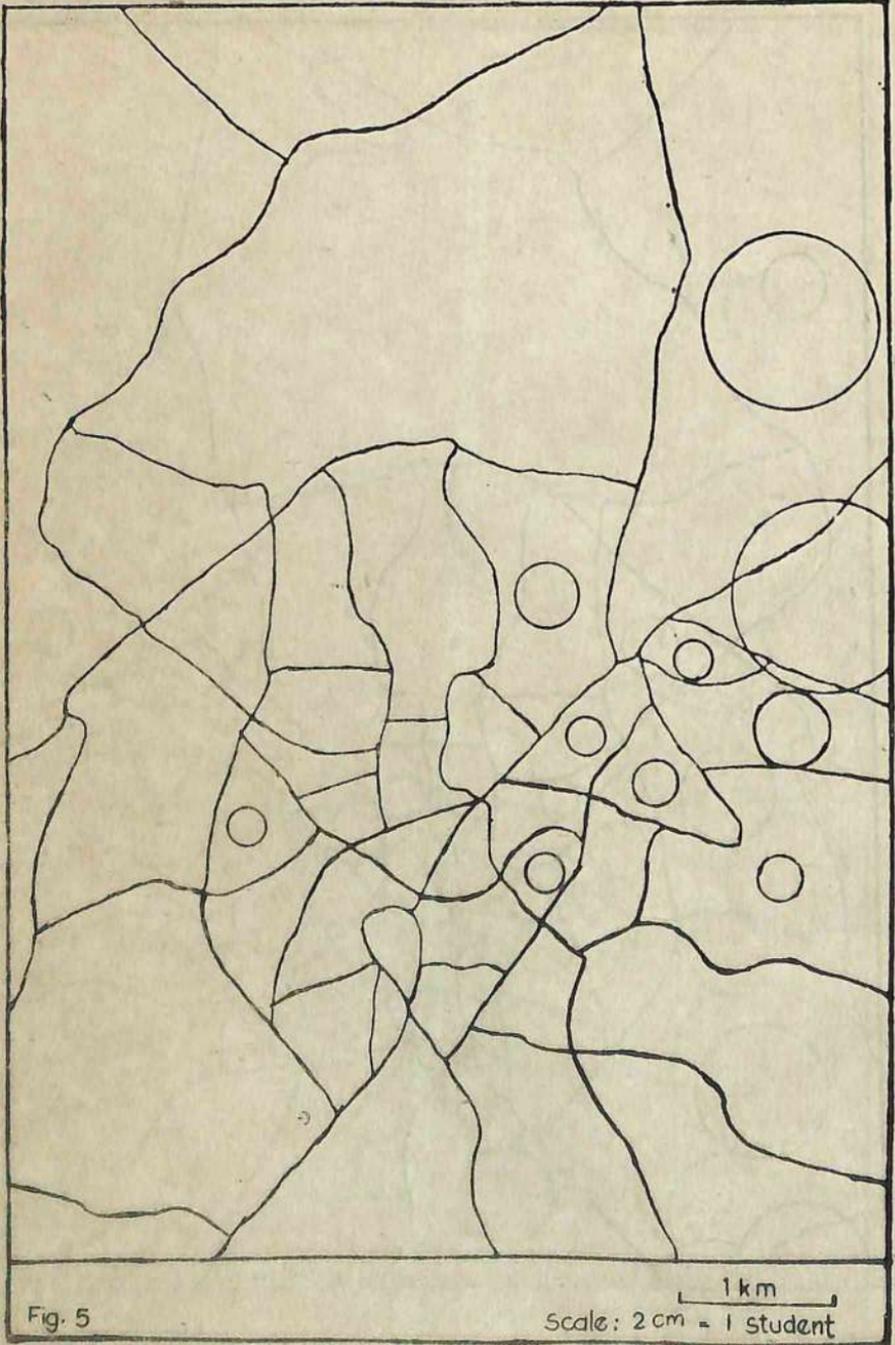


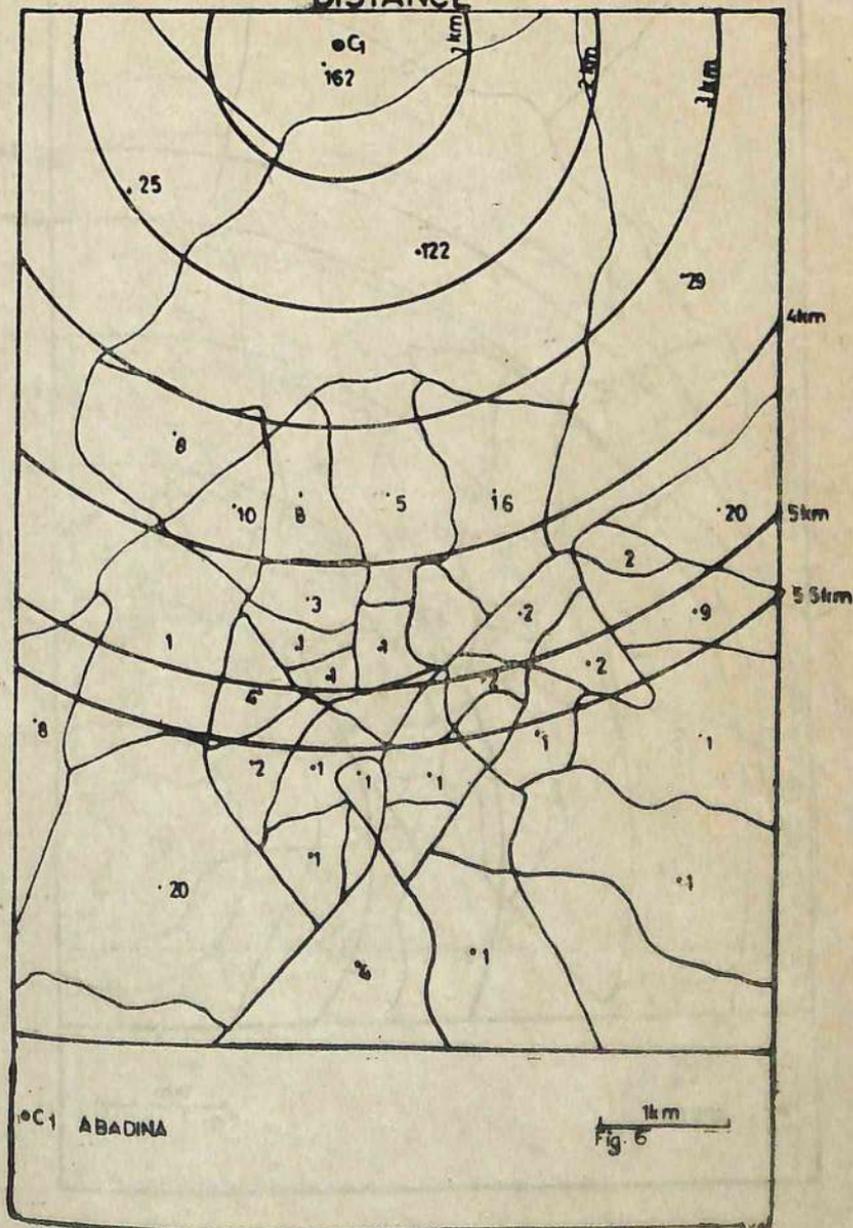
Fig. 4

1 km  
Scale. 2 cm = 1 Student

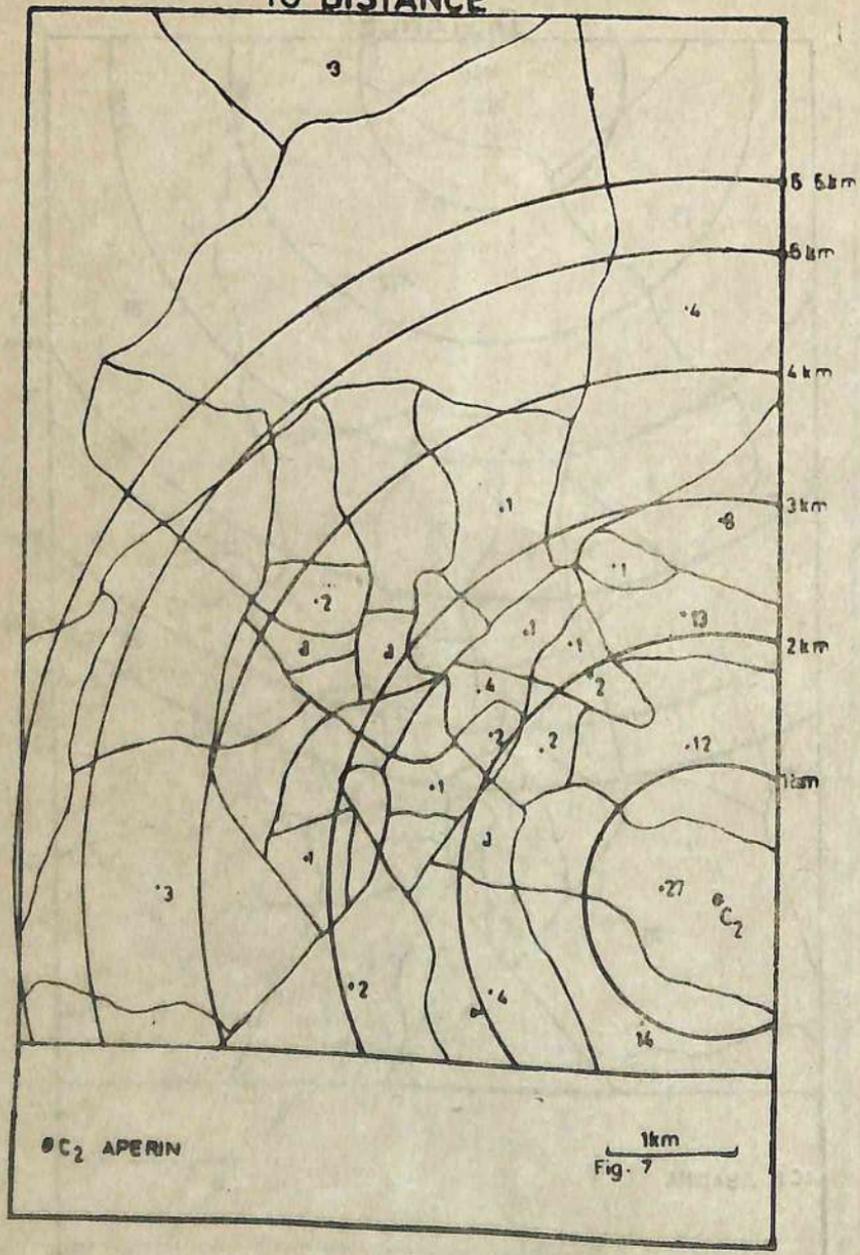
# SPHERE OF INFLUENCE OF IWO ROAD CENTRE



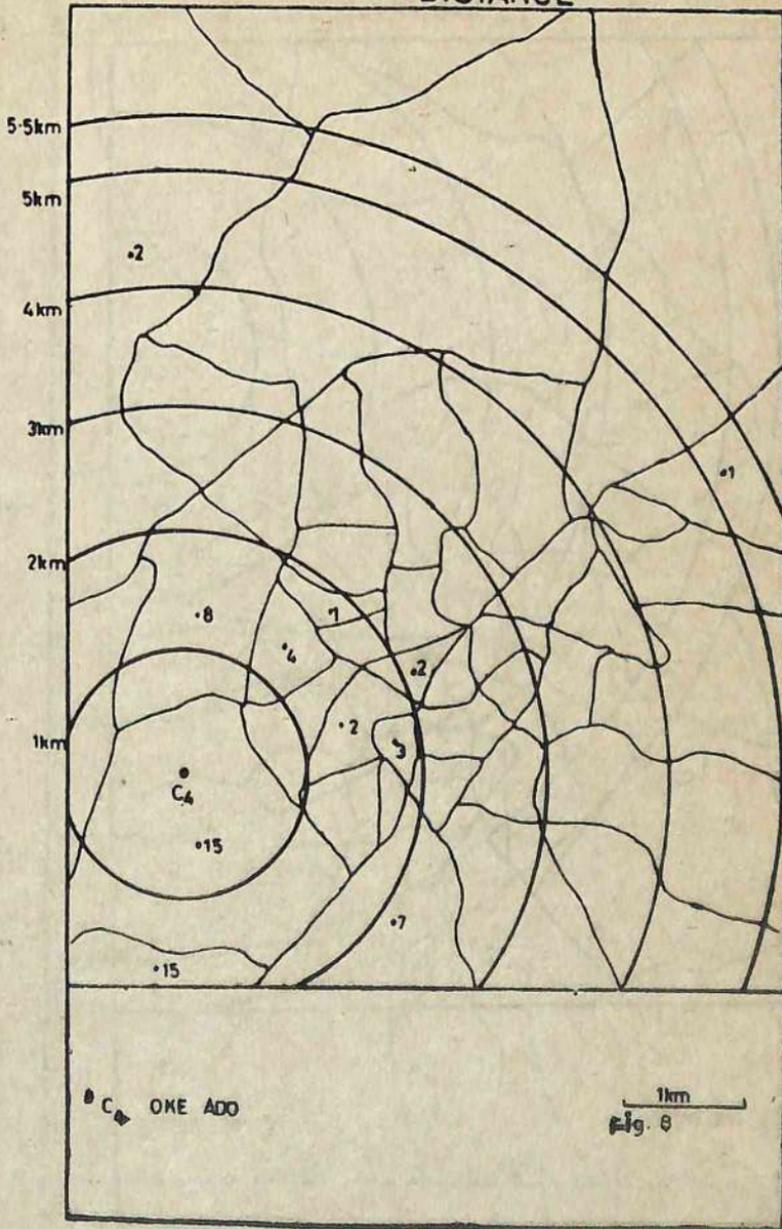
# ABADINA CENTRE SPHERE OF INFLUENCE IN RELATION TO DISTANCE



# APERIN CENTRE: SPHERE OF INFLUENCE IN RELATION TO DISTANCE



# OKE ADDO CENTRE SPHERE OF INFLUENCE IN RELATION TO DISTANCE



# TWO ROAD CENTRE: SPHERE OF INFLUENCE IN RELATION TO DISTANCE

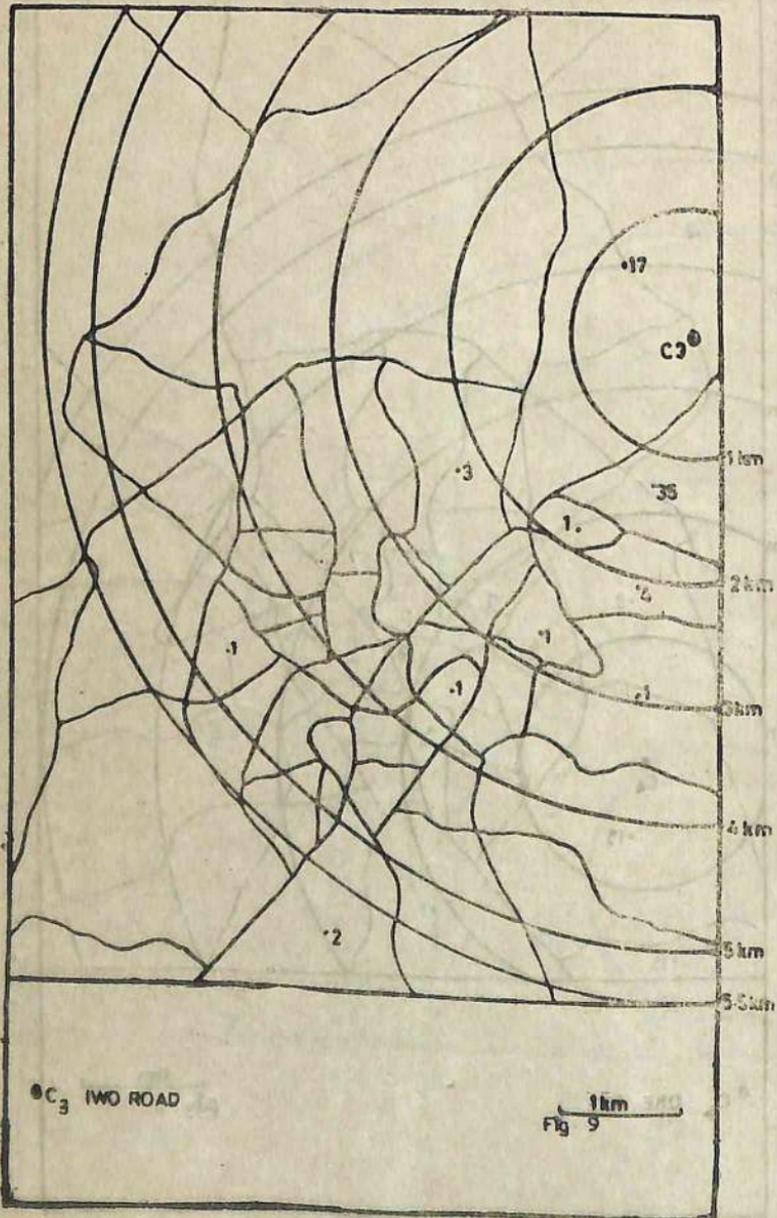




TABLE 2

### Total Number of Students Registered for the Extra-Mural Course 1983/84 Session

Centre	Year I 'O' Level Students	Year II 'C' Level Students	Year I 'A' Level Students	Year II 'A' Level Students	Total	% Total
Abadina	265	1,407	276	94	2,042	67
Aperin	106	359	31	9	505	16.6
Iwo Road	23	171	21	5	220	7.2
Oke-Ado	24	204	39	14	281	9.2
Total	418	2,141	367	122	3,048	100

Source : Adult Education Departments' Records.

#### Size of the Extra-Mural Centres

Table 2 shows the importance of each of the four centres in terms of the total number of students. From the table it is very clear that Abadina centre (figure 1 for the location of each of the centres) is the largest, having 2,042 students during the session. This is 67% of all the students in the four centres for the session. This centre towers greatly above the rest of the centres (this might be due to its relatively older age and the location factor). The next centre in terms of importance is Aperin centre which has 505 students (i.e. 16.6% of total extra-mural students). Oke-Ado controls 9.2%, while Iwo Road centre has 7.2% of total students. This factor of size cannot but be reflected on the size of their respective spheres of influence.

#### The Spheres of Influence of the Centres

Table 3 and Figure 2 show the sphere of influence of the largest extra-mural centre i.e. the Abadina centre. The centre has 33 wards as its catchment area, out of a total of 41 wards in Ibadan. This reveals that students come to the centre from about 80.5% of the total land surface of Ibadan.

Figure 2 shows the spatial spread of this sphere of influence. The proportional circles show the importance of each of the wards from where students come to Abadina centre. From the map, one discovers that the two northern wards that are at, and near the centre, produced the largest number of students—these are NW 8 (Abadia, Ojoo, Agbowo, Orogun) and N6 (Bodija, U.C.H., and Sango) wards with almost 60% of the total number of student samples coming from there. Following distantly these two wards are the other three northern wards, namely Eleiyele, Jericho (NW7) Agodi, Bodija (N5) and Iwo Road, Oke-Offa (E9) wards. But of course a ward at the South-Molete, Oke-Ado, Challenge (SW8) is very important with about 4.2% of the students. Apart from these wards, the

number of students from other wards is very thin. Abadina centre thus has the largest sphere of influence and it attracts students from places as far as 7.56 kilometres.

Following Abadina centre (Table 4 and Figure 3) in terms of importance is Aperin Centre, with students coming from 25 wards out of 41 wards. Like the first centre, the largest number of students come from Aperin (S4) where the centre is located, and from the adjacent wards S5 (Oke-Adebimpe area), E4 (Oke-Aperin, Aremo area) and of course E7 (Oremeji, Agugu area). Unlike the first centre, the ward in which the centre is located supplied only 24.8% of the students, whereas the ward in which Abadina is located supplied up to 34%. In fact, the ward of location for Aperin centre does not supply as high as the adjacent ward of Abadina (i.e. N6 ward) 24.8% as compared to 25.6%.

It is of course interesting to note that while the spheres of influence of Abadina (the largest centre) cover the ward-location of Aperin centre (S4 ward), that of Aperin centre does not extend to NW8 ward where Abadina is located. Aperin centre's sphere of influence is highly localized to the eastern wards. The catchment area of this centre is only 4.8 kilometres as compared to 7.56 kilometres for Abadina centre.

Table 5 and Figure 4 show the situation with Oke-Ado extra-mural centre, that is the third in terms of importance among the four centres. The centre has eleven wards as its area of influence. The centre also follows the principle of distance decay function in the spread of its student population. The SW8 ward, i.e., Oke Ado (where the centre is located, and SW9 ward (i.e. Ring Road, Aiyede, Ago Taylor areas, which one adjacent to the centre are the most important source regions of students. The two wards supply 25% of the total population each. Besides those two wards, only SW7 ward (Oke-Bola) and S7 ward (Odo-Gba and Isale-Ijebu) areas have any substantial supply of students of Oke-Ado centre (13.3% and 11.6% of student population respectively). There is a concentration of students only at the south-eastern side of the city. The centre's sphere has a maximum range of 5.28 kilometres.

The smallest in term of spheres of influence and size is the centre at Iwo Road. It controls only 7.2% of the extra-mural students and draws its population from only 10 wards out of the 41 wards in the city. It is the only centre which has its adjacent ward (E9 ward) beating its ward location (N5 ward), i.e. 53.8% and 26.2% respectively. The sphere of influence for this centre is only 3.76 kilometres in width. It is interesting to note that the sphere of influence of this centre does not overlap with any of the other centres. The next section of this paper will look into this matter of overlap very critically.

TABLE 3

**Total and Mean Distances Covered by Students Within the Various Distance-Circles (in kilometre)**

Distance Circles (km)	Abadina Centre			Aperin Centre			Oka-Ado Centre			Iwo Road Centre		
	Total No. of Students	Total Distance	Mean Distance	Total No. of Students	Total Distance	Mean Distance	Total of Students	Total Distance	Mean Distance	Total No. of Students	Total Distance	Mean Distance
0-2	309	279.8	1.2	81	89.7	1.1	46	49.2	1.1	46	31.0	0.7
2-4	76	255.4	3.4	26	72.5	2.8	11	23.3	2.1	19	41.4	2.2
4-6	44	209	4.8	2	9.6	4.8	3	15.7	5.2	—	—	—
6-8	35	234.0	6.7	—	—	—	—	—	—	—	—	—
TOTAL	464	1078.2	2.3	109	171.8	1.6	60	88.2	1.5	65	72.4	1.1

## Distance Factor

Table 3 shows the importance of distance in relation to the spheres of influence of the four extra-mural centres; while Figures 2-5 help to give a visual impression of the role of distance in relation to the structure of the spheres of influence of the different extra-mural centre.

It can be observed from the table and Figure 2, that Abadina, which is the largest and most popular centre has the largest sphere of influence. It draws its population from about 8 kilometres with a total distance of 1078.2 kilometres while its average distance is 2.3 kilometres. There is no other centre that has such a high value of about 8 kilometres as the range of the sphere of influence, nor a total distance of 1078.2 km; infact the next in importance in term of distance (Aperin centre) has as low as below 200 kilometers as its total distance. This fact reinforces one of our hypotheses that the bigger a centre the wider its sphere of influence.

Secondly, Tables 3 and 4 show that the principle of distance decay function is also justified in this study, i.e. the further the distance from the extra-mural centre the less the volume of students attending the centre becomes. For Abadina centre the 0-2 km. distance circle feeds 66.6% of the total students to the centre. While the decreases to 16.4% at the 2-4 km. circle; 9.5% at 4-6 km. circle and 7.5% at 6-8 km. circle. Likewise, the aggregate distance circle falls with increasing distance e.g. 379.8 km. within 0-2 km. circle to 234.0 km. at 6-8 km. circle.

The mean distance within each distance circle has a fluctuating trend with increasing distance i.e. 0.2 above the mid-point of the circle 0-2 km.; 0.4 above the mid-point of 2-4 km. circle; 0.2 below the mid-point of 4-6 km. circle and 0.3 below the mid-point of 6-8 km. circle.

Aperin centre also follows the two principles mentioned above, though it has a smaller sphere of influence relative to that of Abadina centre. The range of its sphere of influence is less than 6 kilometres, whereas it is less than 8 kilometers for Abadina centre. The total distance covered by the students was 171.8 km., with 74.3% of the students coming from the 0-2 km. circle, 23.9% within 2-4 km. circle and 1.8% within the 4-6 km. circle (reference Figure 3 and Table 4). The mean distance for Aperin centre stands at 1.6 km. relative to 2.3 km. of that of Abadina centre.

Oke-Ado centre follows Aperin centre by having a range for the catchment as less than 6 km. Its mean distance is 1.5 km. while the proportion of students also decreases with distance (Table 4). Iwo Road centre comes last with the range of its sphere being only less than 4 km. but the supply of students also follows a distance decay function, its mean distance being 1.1 km.

## Over-Lapping Spheres

One important discovery about Abadina centre is that its sphere of influence overlaps with all the other wards—the other three centres. These overlaps might have arisen from the fact that Abadina centre offers a greater variety of courses.

The sphere of influence of the next important centre—Aperin centre—only overlaps Iwo Road and Oke-Ado centres. The explanation for the overlap of these two centres might be due to the fact that Aperin offers certain specialised courses such as Islamic Studies, Shorthand, Statistics and Technical Drawing, which Oke-Ado and Iwo Road do not offer. Of course, it should be noted that Aperin's sphere of influence does not extend to NW8 where Abadina centre is located, although Abadina centre has S4 (location of Aperin centre) as one of its spheres of influence.

Oke-Ado centre has only one of the other centres (i.e. Iwo Road centre location) as part of its overlaps. The least important of the centres (Iwo Road) has no over-lap with any of the previous centres. It is the only centre in this category. Figure 6 shows the magnitude of the over-laps of the four extra-mural centres.

The important facts come out clear from this figure. Firstly, the overlaps are most pronounced at the eastern section of the city of Ibadan, that is E9 (old Ife Road, Oke-Adu, Gate) N5 ward (Agodi Basherun and Iwo Road, N4 (Oritamefa, Yemetu), E7 (Oremeji, Agugu), and E4 (Aremo, Oke-Aperin) E2 and N5 are the area of greatest over-lap with greater than 30 students.

TABLE 4

Percentage of Students coming from each Distance Circle (Calculated from Table 3)

Distance Circle (in km.)	Abadina Centre	Aperin Centre	Oke-Ado Centre	Iwo Road Centre
0-2	66.6	74.3	76.7	70.8
2-4	16.4	23.9	18.3	29.2
4-6	9.5	1.8	5.0	—
6-8	7.5	—	—	—

### Correlation of Volume of Students to both Distance and cost of Transportation

In order to re-establish the main hypothesis already accepted in the last sections, we shall statistically test some of the hypotheses as follows :

- that the proportion of students utilising a particular extra-mural centre should be inversely related with distance;

- (b) that the proportion of students attending the centres should also decline as the cost of reaching them increases; and
- (c) that the number of wards from where students attend a particular centre should vary directly with the size or capacity of each of the centre.

The data utilized for this tests are the calculated distances, the cost of transportation to and from the centres per day and the size of the students population for each of the centres.

The method of analysis employed is the correlation model.  $Y=f(x)$  where 'y' is the dependent variable and 'x' is the independent variable. This method is used to bring out the strength of association between the dependent variable (i.e. the number of students from any particular ward) and the independent variables (i.e. distance of any ward to an extra-mural centre, cost of transport to a centre per day, and size of the centre). The correlation coefficient (r-value) would be tested by the employment of a student's 't' distribution using the formula

$$t = \frac{r \sqrt{n-2}}{1-r^2}$$

Table 5 shows both the calculated 'r's' and the tabulated 'r's' for both distance and cost of transport.

TABLE 5

**Table of Correlation Results of the Calculated 'r' Values and the Tabulated 'r' Value**

(a) Correlation of Number of Students on Distance

	<i>Abadina Centre</i>	<i>Aperin Centre</i>	<i>Iwo Road Centre</i>	<i>Oka-Ado Centre</i>
Calculated 'r'	-0.63	-0.498	-0.433	-0.53
Tabulated 'r' at 0.05% level	-0.36	-0.41	-0.69	-0.69
Tabulated 'r' at 0.01%	-0.60	-0.62	-0.90	-0.90

(b) Correlation of Number of Students on Cost of Transportation

	<i>Abadina Centre</i>	<i>Aperin Centre</i>	<i>Iwo Road Centre</i>	<i>Oka-Ado Centre</i>
Calculated 'r'	-0.54	-0.43	-0.72	-0.196
Tabulated 'r' at 0.05% level	-0.36	-0.41	-0.69	-0.67
Tabulated 'r' at 0.05 level	-0.60	-0.62	-0.90	-0.88

Table 5 (a) and (b) report the coefficients ('r' values) calculated from the correlation of number of students from a particular ward and the distance of that ward to the extra-mural centre, or of the number of students from any particular point and the cost of transportation from that place to the centre.

The following points stand out clear :

1. In all the centres there is an inverse relationship between the number of students from any location and distance of, and cost of transport from such a location to the extra-mural centre as indicated by the negative 'r' values.
2. It is only in Abadina centre that the correlation of number of students and distance from the centre is statistically significant at both 0.05% and 0.01% level. The principle of a distance decay function is highly supported at this centre.
3. At Aperin centre, the correlation of number of students and distance is only statistically significant at the 0.05% level and not at 0.01%.
4. At both Iwo Road and Oke-Ado centres the correlations of number of students and distance are not statistically significant.
5. When one examines the correlation of number of students on cost of transportation from any location to the centres, it is only at 0.05% level that 'r' values are statistically significant at Abadina, Aperin and Iwo Road centres.
6. None of the correlations is statistically significant at Oke-Ado.
7. From all the above, one can safely conclude that the 'distance factor' is most important in determining the sphere of influence of the centre. At Aperin, both 'distance' and 'transport cost' factors are both relevant in carving out the sphere of influence; while at Iwo Road centre, the cost of transportation is more relevant. At Oke-Ado centre, though the principle of inverse relationship is got between the two variables of distance and cost of transportation with number of students from any particular location, none of them is statistically important.

Also of interest is the high significant positive relationship which the size of the centre has with the number of wards ( $r = +0.8$ ). This is statistically important. The connotation of this relationship is that the larger the size of any centre, the greater the number of wards from where that centre draws its students.

### Implications for Planning

This paper has examined the spatial structure of the sphere of influence of the four extra-mural centres of the Department of Adult Education,

University of Ibadan. Abadina Centre has been discovered to be the most important in terms of size and the area of influence from where it draws its students. As the size of the centres decreases, the area of influence shrinks. Distance factor has been found to be highly important in determining the complimentary regions of the Centre especially the physical and economic distance.

On the basis of size, it is easy to see that the Abadina Centre can be called the 'highest order' Centre while the Iwo Road Centre is the 'lowest order' Centre. The highest order extra-mural centre dominates as the larger complimentary region and offers a wider range of courses than the lower order ones.

Based on the above observations, while planning for the future location of extra-mural Centres within the city of Ibadan, the authorities of the University of Ibadan should take due cognizance of the physical and economic distances which the prospective students will need to overcome.

When an analysis of the overlapping of the existing extra-mural centres was examined, E9 Ward (i.e. old Ife Road, Oke-Adu and Iwo Road Gate) could early be recommended for a new siting of an extra-mural Centre in terms of the current intense demand for this type of education in the areas; and the fact that the siting of a new centre in this Ward will bring extra-mural education nearer to the students from the Ward, who are presently going to the other centres in search of extra-mural education. □

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## Planning New Educational Media for Rural Poor : A Systems Approach

The United Nations had declared year 1983 as the World Communication Year with the objectives to reduce the tremendous imbalance in the communication facilities between developed and developing world, and to focus attention on the need to develop national communication infrastructures in view of their primary importance in the overall development process, particularly in the poorest regions. The declaration underlined the importance

of communication process in the total socio-economic and cultural development of a country.

With the explosion in population and information, and creeping in of technology, tremendous changes have taken place in the field of education. Education not only attempts to relate itself to "pedagogy" but is also considered "andragogy"—the science of training man throughout life. In this context, one can easily visualize the influence and importance of the new educational media in and outside the classroom.

New educational media involve (i) *hardwares* like radio, TV, transistor, radiovision, tape-recorder, VCR, etc., and (ii) *softwares* like printed book, wall paper, newspaper, pamphlet, journal, programmed material, brochure, folder, etc. In the present paper, a systematic attempt is made to examine how we can plan the use of existing new educational media—TV, film, etc. for the rural poor in India.

### **Indian Rural Poor and New Educational Media**

Diversities that characterize the Indian society make the task of communication more challenging. Majority of the Indians live in rural areas belonging to heterogeneous groups such as middle-class peasantry, poor and marginal farmers, skilled and semi-skilled farm labourers, nomadic tribes, illiterate villagers, neglected and downtrodden women folk, and other allied groups. Different languages spoken by people of different regions, and diverse religious beliefs coupled with myriads of cultural tradition make the task of media planning and utilization more difficult. To achieve significant "development" and mobilize "human resources," we "have" to educate our rural people; and in this process the new educational media have greater roles to play.

New educational media can be used to help rural farmers and small-scale industrialist productivity respectively in functional literacy programmes, need-based training programmes, and in channelizing the energies of the rural youth towards solving their day-to-day problems. At present, inexpensive transistors have crept into the lives of the Indian rural people. Radio programmes, especially in regional languages for farmers, labourers, rural women and youth have immense potentiality for "development". In terms of cost, it is less expensive and has a very wide coverage.

Similarly, television can be used for educating the rural people. Through this media, well integrated and diversified programmes can be produced. In some of the economically advanced states of India, even farmers can afford to purchase personal TV sets and in some villages they can have a community TV set to view in their leisure hours programmes like Krishi

Darshan. Programmes related to family planning, better methods of cultivation, health, nutrition, child care, sanitation and literacy were broadcast through SITE during 1975-76 and these proved highly effective.

Besides radio and TV, film is another important and well-organized mass media that has immense access to people in rural areas. Film producers and directors can be motivated to produce films depicting our traditional and cultural values, rural life and national history that can make rural people conscious of their national heritage and develop the feeling of nationalism. Recent tele-films like "Salam Bombay" by Mira Nair have offered wide scope for such attempts. In this context, Government can take up the task of producing short informative films on caste, racial and religious prejudices, and social taboos. Films on themes like population education, citizenship education, hygienic practices and environmental education can be of immense educational value.

### Systems Approach

Systems approach to education is a rational problem solving method of analyzing the educational process and making it more effective. The educational system functions within the broader frame-work of socio-economic-political system. Again, the system of education is the process taken as a whole incorporating all its aspects and parts, namely, pupils, teachers, curriculum, content, instructional materials, instructional strategies, physical environment, and evaluation of instructional objectives. In this context, planning new educational media for rural people cannot be haphazard; rather we have to view it in a systematic way taking all its inter-related components into account. Keeping in view the firm belief by Hancock (1977) that "however limited or basic the technical tools available, media planning will always benefit from systematic approach", an attempt is made here to put forward the systematic steps in planning new educational media for the rural poor.

The dynamic process of systems approach involves four interrelated steps (Fig. 1) : objectives, inputs, process, and output that are discussed in the following pages in line with new educational media for the rural poor.

**Objectives → Inputs → Process → Output**

Figure 1 : Steps in systems approach

(i) *Objectives* : Many a problem is involved in the task of imparting education to the rural people, and a planner has to be selective in deciding the problems that new educational media can better solve. Objectives can be formulated on the basis of common problems. A few of such problems

are discussed below which can be modified suiting to particular environmental and regional conditions.

First, the drop-outs in rural schools should be encouraged to have vocational training rather than formal classroom learning. Such a training programme would include fodder production, farming, village crafts, energy conservation, poultry farming, etc. New media like TV and radio can be suitably interwoven with other methods of instruction to train selected rural youth on the above, vocations. Second, for rural non-formal education programmes, instructors, teachers and supervisors need practical training. Personnel, for the difficult tasks of handling the sensitive rural people and giving them training, can be developed with the help of the new educational media.

Third, the most important and growing problem faced by India is illiteracy. The recently launched National Literacy Mission encourages sufficient provision for use of community radio, colour television and tape recorder in the *Jana Shikshana Nilayams* for continuing education. Fourth, in rural India, for different occupational purposes we can use communication to impart new techniques and fresh information. In the field of agriculture, knowledge of water management, soil management, sowing and harvesting, use of fertilizers, storage of foodgrains, etc. can be imparted with the help of the new educational media. Fifth, rural people must be made fully aware of their immediate environment concerning the ecology of their region, flora and fauna, and conservation of materials. Sixth, health care and malnutrition are important problems of the Indian rural poor. They need programmes on health and nutrition, population control, maternity care, prevention of diseases, etc. And last, but not the least, is the need for improving the civic knowledge and political awareness of rural people. In a democracy, they must know the functions of local self-government, village *panchayats*, voting procedure, etc. For all these needs, new educational media like radio and television can be of immense value.

(ii) *Inputs* : The next step in the planning process is to decide upon the inputs in terms of financial and manpower requirements and other physical facilities. These necessitates preparation of a pre-format of the whole process that will precisely help know various inputs involved, amount to be invested, nature of the process and time of requirement of those inputs. Similarly, a pilot study can be carried out that will reveal initial problems and difficulties, and the ways to solve those. At this stage, practical and realistic approaches are necessary.

In a developing country like India where financial constraints always exist, there is need for a prior decision regarding the exact time and amount of money required at every stage of the whole process that can check any

miscalculation and manipulation at the time of necessity. There should be clarity regarding the agencies (national and international) that are going to provide finance, personnel and infrastructure, and for how long.

At this stage of pre-testing, the current conditions are also to be evaluated by analyzing the social structure, level of development, current media provision, present pattern of distribution, and attitude of various groups involved in the process. Media to be used depend upon contents, objectives, present status of learners, and present and future costs. Costs, that may initially increase and subsequently decrease, depend upon the number of clients involved and the sophistication (quality and quantity) of the process adopted. The planner at this stage decides upon the unit cost that he can afford.

(iii) *Process* : This is the actual stage of implementing the plan on a practical basis. At this stage, usually instructional strategy, media and methods are decided upon and the physical and institutional facilities are dealt with. The pilot study recommended earlier will lead to its further extension and wide implementation on a priority basis.

It needs a selective approach to decide the type of media to be used on the basis of content, method and financial resources. Let us consider the components involved in the actual process of planning the new educational media. First, the transmitting and receiving ends are to be well furnished with technical equipment in case of radio and TV. One has to be careful regarding the selected programmes to be transmitted, the time of transmission in consonance with the readiness at the receiving end, and the physical arrangement for and maintenance of receivers. For the rural poor, programmes on how to preserve soil and utilize fertilizers, where from to buy machineries and how to use those, how to store materials, etc. can be of immense help. Next comes the fixation of suitable time depending upon the convenience of the clients (say for instance, evening might be the convenient time for rural people to attend those programmes). The instructors at the receiving end are to be informed before hand regarding the time and material contents of broadcasts. Places like villase house, cooperative society, school, youth club or village library room can be selected to receive the broadcasts.

The second requirement in the process is the learning materials (packages) to be transmitted to the receiving end which, by and large, depend upon : (a) present educational status of the learners, (b) present learning needs, and (c) learning objectives. It is to be decided, before transmission whether to teach soil management, animal care, cattle rearing, poultry farming, or serving pest control, and so on. Further consideration would be the adoption of appropriate method. We may, in addition, show film-strips, or

can add discussion to it or provide programmed materials, supervised study, etc. At this stage, care is given to the preparation of content materials suitable to the needs of specific target population. Third—besides periodic assessment and meeting of the planners—programmers, technicians, instructors, monitors and the clients themselves are to be consulted for modification of contents and methods.

Fourth, the technical resources will be less effective if there is a lack of sufficient human resources in the process of communication. At times, to avoid cost of foreign imports, there should be training provision for local personnel involved in the project. This may necessitate establishment of rural management institutes and research centres exclusively for this purpose.

(iv) *Output and valuation* : At the end, the project performance has to be evaluated by comparing entering behaviour and terminal behaviour in relation to fixed instructional and other objectives. In fact, programme appraisal is an on-going process in any programme based on the systems approach. Both formative (continuous) and summative (programme-end) evaluation are undertaken to provide in-between-process feedback and end-of-the-programme feedback respectively to redesign and re-implement the programme or to incorporate minor changes in it. In case of the programme-end evaluation, the gap between the expected out-put and the actual out-put provides "feedback" to both inputs and process. In the rural Indian context we must be quite practical in this regard, and the basic aim of evaluation might be, for example, whether the clients can really use knowledge and techniques in solving their day-to-day problems. This demands a sort of continuous-evaluation for continuous-feedback in the whole process of communication.

## Conclusion

To conclude, it is reiterated that a systematic approach to planning new educational media for the rural poor can ensure quick and better results. In a developing country like ours, "cost" stands as a major constraint to the process of development. Neither have we been able to be self-sufficient, nor can we stop import of alien technology to ours; and more so, at times, we cannot be sure of their successful implementation in our system. □

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## Role of Non-Formal Education in Uplifting the Status of Women

India has a tradition of women playing an important role in the advancement of civilisation. Just as a bird cannot fly with only one wing, so also a nation cannot march forward if its women are left behind. Without the involvement of women in the national development process, be it social, economic or cultural, the country's progress will remain stagnant. In fact, the status of women in a society is the indicator of progress.

### **Status of women**

In the vedic age, women enjoyed full respect and honour. They had an exalted status in almost all the spheres of life and even ancient scriptures assigned an important position to women. But the position of women declined considerably during the Christian Era. A woman was expected to depend upon and obey her father until marriage, her husband during his life time and her son as a widow. The purdah system was introduced. Education of girls was looked down upon. Men started looking upon women

as means of pleasure. The woman's place was relegated to the kitchen and her main vocation in life was bearing and rearing children. Her prime duty was to serve her husband and family.

A number of evils entered the social system and the status of women worsened further. She was subjected to prejudice in an orthodox milieu and had to be content with a secondary place in society. With early marriage and no limit on family size, they lost their youth prematurely. On the other hand, the fate of a sterile woman or a widow was unenviable. They suffered extreme humiliation even in their day-to-day life and were looked down in social functions. Double standards existed with regard to moral behaviour also. A man could remarry if his wife died or was sterile. He could have extra-marital relations and still more unashamedly in society while none of these acts was tolerated in the case of a woman.

The dowry system has also been causing immense damage to the feminine psyche in this country. It has resulted in dowry deaths and untold miseries on women. Because of this evil, parents of daughters suffered untold hardships and preferred sons over daughters. Discrimination was shown in providing food, education and medical care. Prevalence of child labour was also more among the girls. In other words, the general social status of women, especially that of rural women, had not changed much through the ages, despite being given a very honourable place in the Indian ethos.

Efforts were made by many social and political reformers to improve the status of women. After independence a number of steps have been taken to ameliorate their condition. The constitution forbids any kind of discrimination against women. They enjoy equal rights of franchise and inheritance. Efforts are being made to improve the educational and occupational opportunities available to women. Special organisations like Mahila Mandals, Mothers Clubs, Vanita Sanghams etc. are being set up to improve the conditions of women.

However, it is sad to note that in spite of the equality of status, rights and privileges legally and constitutionally bestowed upon her, she has traditionally been put in a weak position. Indian rural women, even today, match the description of women in early days of pre-industrial revolution in western nations like the U.K and other European countries. She is considered inferior in mental and physical powers to man.

Rural women in our country share too many responsibilities and perform a wide variety of duties in running the family, maintaining the house-hold, attending to labour, tending domestic animals and extending a helping hand in rural artisanship and handicrafts. The role played by women in the rural society has both social and economic value, but she is considered

an unpaid servant of man. Her role has never been evaluated in real economic terms.

In India, economic emancipation of rural women has got to be induced on the pattern of urban women who have been gradually acquiring prominence in all fields. However, the position so far indicates male dominance in all spheres. The main reason for this situation is that very little has been done to change the attitude of the people, which is by no means an easy matter. Changing attitude is an educational process.

At present, both formal and non-formal education for women emphasize the importance of household arts only in women's training, ignoring the fact that women form a substantial and integral segment of the labour force in agriculture, cottage industries, trade and commerce. Failure to strengthen women's productive and economic role has led to the erosion of their economic opportunities, increased unemployment and poverty. It has burdened them with intensive labour for inadequate returns, in addition to leisureless house work and child care.

Any educational programme, to be meaningful to these overburdened women, must enable them to increase their earning power. It is important to assist women in achieving economic viability through acquisition of literacy and other necessary skills and resources, provide them with access to knowledge in such areas as health, child care, nutrition and family planning and help them to form their own groups for learning and productive activities and for strengthening their participation in the development process.

### **Non-formal education programmes**

Considering the place of women in our society and the responsibilities they shoulder, it is a known fact that they are not well-equipped to discharge these obligations. A large number of rural women are outside the reach of formal education, and they could be educated through non-formal education programmes.

Before designing a non-formal educational programme for women, it is essential to gather detailed information regarding the target group, skills suitable for women in that area, existing industries, trade and commerce, demand for goods, details of the existing competition for different goods, purchasing power of the women and their families, marketing opportunities and conditions in the area. The following issues may be considered while developing a comprehensive non-formal education programme.

Non-formal education programmes for income-generating activities among women are essential as they would not only raise their standard of living but their status. Another advantage of introducing income generating

activities through non-formal education programmes is that they motivate the illiterate women to join functional literacy classes and sustain their motivation to continue with the programme. This is mainly due to the realization on their part that better income generating activities require quality control and precision for which education is the minimum prerequisite.

Attention should be paid to the economic and social reconstruction problems of women. They should be enabled to get balanced food, good water supply, decent clothing and healthy shelter. They should have good citizenship qualities and liking for culture and arts. Women must be filled with the desire to have a better life. This means creating social awareness which will lead to the realisation that improvement in the quality of life can be brought about only through education.

Non formal education programmes should also be formulated for those women who stay at home doing household chores, and who seldom go out. Programmes should be organised to create consciousness about the realities of life, develop skills to help them increase their family income and reduce drudgeries of life, and make them literate so that they are put on the path of self-learning. Self-learning kits have to be developed and introduced for serving the varied necessities of women.

Women in rural areas need education and training in home-based activities such as kitchen gardening, animal husbandry, live-stock raising, dairy farming etc. Women engaged in agricultural activities need to be given training pertaining to agriculture.

Rural women have been traditionally employed in agriculture and cottage industries. Educational programmes should therefore be organised at a time which does not clash with the sowing and harvesting seasons. Skill training must include productive, managerial, organisational and participatory skills and should be linked to similar programmes being promoted by major development agencies.

Non-formal education programmes for mobilising, training, and channeling rural women into action will result in enhancing the local capacity of economic growth which will help in the expansion of economic activity.

Special educational programmes may be designed by engaging skilled women in self-employed remunerative economic activities like tailoring, handicrafts, embroidery, carpet-weaving, agro-processing, agro-by-products and other village industries using modern tools and devices. Such educational programmes would ensure two earning members in the family with better chances of enhancing joint income to raise the standard of life.□

## Achievement Motivation, Self Concept and Rural Women—A Review Paper

It is an accepted fact that in any learning situation, the learner is the most important element. Besides taking care of other aspects like subject matter, teaching method and material, instructor and the physical facilities, it is essential to take into account the psychological make up of the learner. This is more important in the case of an adult learner. The two most important psychological factors that have been found to influence learning are the achievement motive and self concept of an adult learner.

### **Achievement Motivation**

The concept of achievement motivation is equally important in adult educa-

tion as in the class room situation for children. McClelland (1961) defined "achievement as a social value that emphasises desire for excellence in an individual in order to develop a sense of accomplishment". McClelland and Winter (1961) held the view that the progress and prosperity of a nation depend to a great extent on the presence of a need for achievement in the people. Though there are many barriers to the introduction and acceptance of new knowledge and technology, according to psychologists one of the main barriers is the lack of desire to progress. This is referred to as the need achievement in the psychological literature.

Rogers (1962) emphasised the importance of the achievement motive in the acceptance of innovations and change in behaviour. Achievement motivation was found to have a positive relationship with the innovation behaviour of farmers in a study by Singh and Kumar (1975). Similarly Thorat, Patil and Savant (1978) have reported that the urge for adopting innovations by farmers was enhanced significantly with the presence of achievement motivation. Mishra and Sinha (1983) too found a link between motivational variables and adoption of modern technology by farmers. Bhangoo and Kaur (1987) found that as achievement motivation level of rural housewives increased, their adoption score for improved household practices also increased. Bhangoo (1987) also reported that rural adult women with a higher achievement motivation were found to have gained and retained more knowledge related to improved household practices irrespective of the method of teaching. According to Sinha (1982), achievement motivation, as an internal impelling force, certainly has an impact on the general development of an individual, group or a society. This suggests that there is need to devote more attention towards understanding the motivational structure of individuals.

The adults attending the educational programmes in rural areas usually lack motivation. Lowe (1975) pointed out the importance of the need to ascertain motivations of the learner before starting any adult education programme. The lack of motivation is more pronounced among learners who are backward culturally, intellectually and economically and this has been a major constraint in the successful implementation of adult education programme (Prasad, 1985). This is true of rural women also. Medinick *et al.* (1975) in 'Women and Achievement' said that "much of the reason for the low aspirations of women is to be found in the attitudes of society". One of the major constraints in literacy programmes for women, as reported by Rajyalakshmi (1981), is the negative attitude toward women's literacy. Girls receive less encouragement from their parents and from the society at large. There are constant reminders to a woman for her secondary role in society. The female child in the family is also given inadequate or no

parental encouragement in early independence striving, while training for independence has been found to be a component of high need achievement. Murlidharan (1970) and Bhargoo and Anandlakshmi (1975), in their studies, found that training for independence contributes to the development of higher and stronger need for achievement in children. Psychologists believe that motives are learnt in just the same way as other responses are learnt. Early childhood experiences form the basis for formation of strong motives that persist for long periods of time. The development planners should seek to introduce programmes of social education for bringing about changes in the attitudes of people towards women. The parents should be educated in the importance of adopting such socialization and child rearing practices which help the girls in the family to develop an attitude of independent thinking. The lack of an independent frame of mind had been equated with the barrier to progress by Hagen (1962). There is a need to create conditions which can inculcate in people an attitude of independence (Atkinson, 1966), not only in thinking but also in work and practice. So, if we want our women to progress, they, as little girls, should be encouraged to think independently. Their efforts in becoming independent should be lauded rather than criticized. This will in turn inspire them to be achievement oriented. Dixit and Chaturvedi (1986) have very rightly proposed that the attitude of the entire community in general, especially the males, needs to be changed if we want our women to progress. Atkinson (1966), in his life chances hypothesis, had argued that the availability of opportunities leads to higher achievement, so, efforts to create better opportunities for women to develop themselves will be another step towards their upliftment.

### Self Concept

The International Encyclopaedia of Education (Husen and Postlethwaite, 1985, Vol. 8) defined self concept as "the experience of one's own being. It is an organised cognitive structure comprised of a set of attitudes, beliefs and values that cut across all facets of experience and action, organising and tying together a variety of specific habits, abilities, outlooks, ideas and feelings that a person displays. It includes what people come to know about themselves through experience, reflection and feedback from others".

Self concept, according to Kaur and Singh (1982) is one of the very important determinants of the acquisition of knowledge. The self concept of a mature adult has moved from that of a dependent as a child to a self directing human being. Therefore, educational experiences for adults have to be so planned that they do not question his independence and at the same time make use of it beneficially. Duncan (1960), while defining motivation, said, "self concept, independence and personal philosophy about life of a person supply the ego with motivation. A person can never

be motivated, if these are threatened, damaged or ridiculed". Self concept, thus, is one of the determinants of motivation. People universally and adults in particular, need to think well of themselves and avoid negative self conceptions (Wells and Rankins, 1983). Man, it is said, must see himself as adequate before he does something worthwhile. The lack of self confidence has been found to be an important factor that contributes to dropping out from an adult education programme in case of rural adult women (Reddy, 1986). It has also been found (Goodman, 1984) that a person with low confidence in his learning ability usually avoids high risk learning activities. Bhangoo (1987) reported that rural adult women having positive self concept were able to gain and retain more knowledge related to improved household practices. Thus it seems that self confidence is an outcome of a positive self concept.

The need for uplifting the self confidence of the rural populations, specially that of women, should be the major concern of development work. With an improved self concept like 'I am able' and 'I can learn' an internal desire to achieve can be instilled in women. Generally women in rural areas do not think of themselves as being able to learn and that is probably the reason for them to be less anxious to attend the programmes. Our rural women must realize their potentialities. They must see themselves as adequate and able personalities. The encouragement has to come not only from the programme planners and organisers but from the society too. Here again, the importance of independence cannot be overlooked. Independence in thought and action, it is observed, has a lot to do with a positive self concept. Therefore, making an assessment of the self concept of rural women, studying its relationship with learning and adoption of innovations, ways and means for encouraging positive self conceptions are some of the aspects that need the attention of adult educators.

To conclude, it may be suggested that girls in our society need to be brought up in such a way that they develop positive self conceptions about themselves. They should be inspired to achieve highly. Bhangoo and Anandlakshmy (1975) also found that high achievement boy's parents had higher aspirations for their children. Similarly if parents have high aspirations for their daughters, they can also be made to develop high achievement motivation. Thus specially the mothers, need to be made aware of these factors. Educators must lay stress on them and persuade mothers to adopt such child rearing practices which encourage the development of high achievement motivation and positive self concept. □

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## Developing Awareness among Illiterate Adults—An Experiment

Adult Education includes three components, namely, Literacy, Awareness and Functionality. It is needless to say that all the three components are of pivotal importance in the achievement of our national goals and objectives. But it has been observed that the adult education programme in India has been revolving around the component of literacy only. This over-emphasis on literacy can also be considered as one of the demotivating factors for learners. Because of this reason also people generally take a

narrow view of adult education and equate it with literacy.

Though all the three components of adult education are relevant to the life of adult I am of the opinion that awareness can play an effective role in creating a supportive atmosphere for promoting and boosting the literacy and functionality components by sustaining the interests of adults in adult education centres. Keeping this in view, the present study was carried out to know whether adult education programme develops the level of awareness among illiterate adults.

### **Design**

The present study, experimental in nature, was based on pre-test and post-test single group design. Twenty illiterate workers were selected and pre-tested to assess their existing level of awareness. They were given the treatment to develop their level of awareness. After giving them the treatment lasting four months (in awareness component) they were again post-tested to know the change and improvement in their pre-existing level of awareness. The difference between the pre-test and post-test was attributed to the treatment variable i.e., awareness development programme.

### **Sample**

A purposive sample of twenty workers matched on age (30-35 years), experience (5-10 years), income (Rs 750-850 per month), residence (rural area), caste (backward class) and family size (5-7 members) was selected from the National Dairy Research Institute, Karnal, for carrying out the study.

### **Treatment**

After selecting a sample of twenty illiterate workers and pre-testing them for their level of awareness, the four-month treatment was given to them. Awareness development programme was the treatment variable in the present study. Health and hygiene, nutrition and diet, child care, family planning, population education, environmental pollution and its consequences, social evils, role and functions of different institutions and the facilities offered by these institutions were the themes covered in the awareness development programme.

### **Tools Used**

#### *(i) Non-Directive Interview Schedule for Workers' Background*

This Interview Schedule was used to know the general background of the workers.

## *(ii) Observation Schedule for Workers' Methods of Work*

The workers in the sample were assigned with the task of milking the cattle. Therefore, they were required to employ certain hygienic methods of work during the period of milking the cattle such as washing of hands before milking, cleaning of milk can before it is used for milking, use of savlon (detergent) for cleaning the udders of the cattle, and study of animal behaviour before starting milking. In order to observe their working style and methods of work, an observation schedule was used. The method of scoring was that when a worker followed a particular activity, it was scored for one and if he did not follow that activity then no score was given for the same activity.

## *(iii) Oral Test for Workers' Awareness*

In order to know the workers' level of awareness, an oral test was administered on workers at the pre-test stage and post-test stage. There were fifty items in the oral test of awareness. Some of the items were of 'Yes'/'No' type and some were of 'Open end' type. The maximum score in this test was 100. Items of this test were the same at both the stages.

## **Data Collection**

As per the design of the study, data were collected in two stages—pre and post-test. In the pre-test stage, the sample subjects were first of all interviewed for their general background. The workers were also observed for their methods of work at both the stages in order to know whether they employed the required hygienic methods of work in their daily routine or not. Finally, workers were pre-tested for their level of awareness and thereafter they were given an awareness development programme of four months duration.

Awareness about different aspects of life was imparted to the workers through discussion and self-developed small stories based on important themes. After the awareness development programme of four months, the workers were again tested for their level of awareness in order to assess the effect of awareness programme.

## **Statistical Techniques used**

t-test was used to find out the difference between pre-test and post-test scores of the sample workers.

## **Results and Discussion**

In order to know the level of workers' awareness, the workers' response in each test item was noted down at both the stages—pre and post-test and the

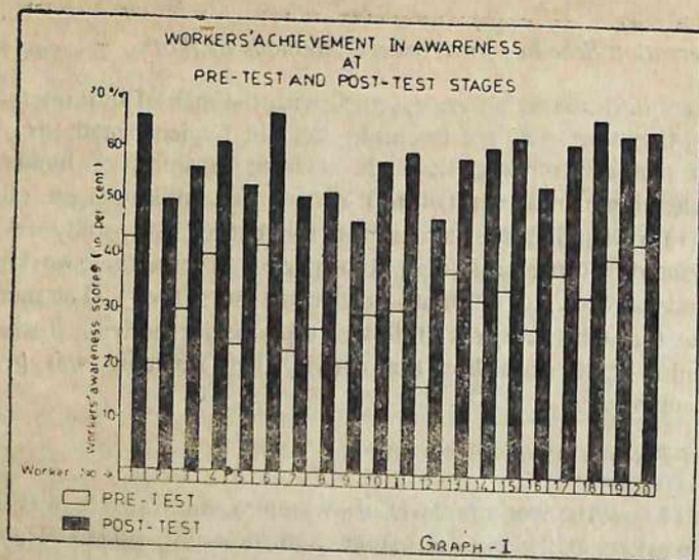


TABLE I

**Workers Awareness Scores at Pre-Test and Post-Test Stages (In percentage)**

Worker No.	Awareness Scores (In per cent)	
	Pre-test	Post-test
1.	43	66
2.	20	50
3.	30	56
4.	40	61
5.	24	53
6.	42	67
7.	23	51
8.	27	52
9.	21	47
10.	31	58
11.	31	61
12.	17	48
13.	38	59
14.	33	61
15.	35	63
16.	28	54
17.	38	62
18.	34	67
19.	41	64
20.	44	65

same were scored in the scoring sheet workers' pre-test and post-test achievement scores in awareness are given in Table-I

It is evident from the Table-I that the workers' awareness scores ranged from 17 to 44 at the pre-test stage whereas the scores ranged from 47 to 67 at the post-test stage.

In order to find out the change and improvement in the level of workers' awareness after the awareness programme, the data were analysed with the help of t-test. The results of the same are given in Table-2

TABLE 2

**Mean, S.D. and t-ratio for Workers' Awareness Scores**

<i>Pre-test</i>		<i>Post-test</i>
Mean	31.95	58.2
S.D.	8.00	6.28
t-ratio	34.36	

The table-2 shows that t-ratio, i.e., 34.36, is significant at 0.01 level. This shows that there was a significant difference between the pre-test and post-test awareness scores of workers. This table further reveals that the mean of workers' awareness scores at post-test stage ( $M=58.2$ ) was greater than the mean of pre-test ( $M=31.95$ ). This implies that after the workers' exposure to awareness development programme of four months' duration, there was a significant improvement in the workers' level of awareness. When the data were seen analytically from the table-I, it was found that all the workers showed increase in their awareness scores. The increase in their awareness scores ranged from 21 to 33, as it is evident from this table that at pre-test stage, the workers, scores in awareness ranged from 17 to 44 per cent while at the post-test stage their scores ranged from 47 to 67 per cent (maximum score was 100). The same is evident from the graph-I. The graph reveals that at the pre-test stage, all the workers were having awareness scores below 45 per cent while at the post-test stage except three, all the workers were having their awareness scores above 50 per cent. There were eighteen workers whose awareness scores ranged from 50 to 67 per cent.

The workers were also observed in their methods of work and it was found that all the workers employed hygienic methods during milking after the exposure to the awareness development programmes.

To conclude, it was found that there was a significant improvement in the level of workers' awareness after they had the awareness development programme. □

## Women—The Exploited Members of the Society

Women are an active part of our workforce making up for more than half of world's population. They bear the burden of 'paid work' as a part of the workforce and 'unpaid work' in the house. It is sad to see that development has not benefitted men and women equally. While considering problems connected with development work among rural women, their background has to be kept in view. This means that customs, habits and other social traits of the community are to be studied.

There is a common belief still prevalent, that men do hard manual labour, and women perform only lighter tasks. Basically, every woman is a housewife first, and her other duties vary according to circumstances.

Her work as mother and housewife is generally time consuming and tiring. Her daily work includes grinding wheat and spices, fetching water from a distant well, carrying fodder from the field and chaffing the same. These cannot be considered as operations involving light manual labour. If ploughing the field by man is considered arduous, then a women's job of collecting and carrying firewood from distant forests is no less arduous. So in actual fact, women are not spared from hard manual labour.

### **Unpaid family labourer**

Household duties are also the sole responsibilities of women. If there is a joint family system the duties are distributed amongst the other family members. But in a nucleus family, the wife has to take care of children, besides shouldering the responsibility of preparation of food. Woman still finds her worth only in being useful to man, to take care of his food, clothing and comforts and is relieving him of hard labour. She eats her meals only after her husband and children have eaten. Surprisingly enough she is not conscious of the contribution she has been making towards the income of the family. Her contribution in agriculture, even taking the most modest figures, is not less than half that of her husband. If her role in animal husbandry and farm supportive activities are taken into account, her contribution will be much higher. Still, man is considered to be the bread winner and commands a venerable position.

There is inconsistency in the outlook towards progress and modernisation. An affluent farmer, while thinking of modernising his own world, may seek to replace his plough with a tractor, and bullock cart with a bicycle or a scooter. All comforts that a family can afford are provided in the living room, no thought is given to providing conveniences inside the house to

relieve the woman of her drudgery. In a pucca house, the cattleshed and the living rooms for the family members are most often under the same roof. The fodder-chaffer is usually installed in the living room. A part from inconveniences, it is also difficult for a woman to keep the house clean.

### **Sanitation**

Whereas agriculture and animal husbandary get priority, sanitation and personal cleanliness are neglected. There is no latrine in the house, nor is there a proper bathing place. Children are bathed once a week, women also cannot take their bath daily. An earthen pot with water is kept on fire and both men and women returning from their fields in the evening use hot and water for sponging the hands, feet and faces.

The health of rural woman is often impaired due to frequent child births, ignorance and superstition in which she has to live and work. Most often, they go without medicine and doctor's consultancy, but go to the local 'Vaid' and get herbal mixtures to cure themselves from diseases and illness. In the absence of any health centre and trained doctors, they are deprived of the basic medical facilities and in consequence remain ignorant and unhealthy. For pregnant women, the only hope is the untrained village midwife, who, backed by her long experience, is bold enough to meet any emergency.

### **Functional Literacy**

The core of the problem lies in the fact that women are mostly illiterate. Effective implementation of literacy programme depends on the awareness in women of its usefulness in their daily life. The formal system of education barely covers ten per cent of the female participation and there is an alarming increase in the absolute number of female illiterates. Even now preference is always given to a boy to send him to school. In the case of a girl, her household duties get the priority over education. This is a phenomenon too widespread to be ignored. The balwadi seems to be the only viable system that can at once meet the needs of working mothers, provide child care and pre-school education and also enable girls of school going age to attend school.

### **Community awareness**

Cultural and religious activities have an important place in the life of rural women. These consist of bhajans, kirtans, celebration of religious and social festivals, folk songs and folk dances. There should also be activities such as training in home crafts, weaving, basket making, toy making, soap making, etc. which would enable women to supplement their family income. Small savings should also be encouraged through appropriate agencies.

The life of a rural woman centres round her farm, cattle and home. She is overworked and suffers from strain and exhaustion. In the interest of

her health in the larger interest of the future generation, she should be relieved of hard manual labour as far as possible and also from un-necessary time consuming tasks. Priorities are conceivable in the areas of her role performance so that her time, labour and talent are more profitably utilised. Introduction of simple machines can relieve women of much of their labour in operations like weeding, sowing, thrashing etc. Moreover, when there is idle capacity in case of men, it can be utilised for these operations. Much time is wasted by women in commuting between farm and home. She has to return home, during the intervals of her work in the farm to cook, serve food, and carry food to the field and also attend to the cattle. A considerable portion of the rural woman's time and labour is spent in collecting firewood from the forest and in preparing and storing cowdung cakes, while men, are found whiling away their time smoking or sleeping. Such laborious work like cutting, collecting and carrying firewood from a distant place should reasonably be done by men.

Installation of Gobar gas plants by the families which have a sizeable herd of cattle can greatly reduce a woman's household drudgery. A woman need not also unnecessarily go through the arduous task of grinding wheat when a flour mill is within her easy reach. An indigenous milk churner can very easily be replaced by a cream extracting gadget. It was observed that on an average ten matkas of water are daily required by a family. This situation could be improved by laying pipe lines in villages which can easily be afforded. To provide such conveniences are within the means of many villages today, provided there is motivation to do it.

A woman's time, saved in many ways, can be more productively utilised in the management of domestic cattle, rearing of cattle, working in kitchen and in gardens on the homestead land. In Gujarat, the women do most of this work connected with animal husbandry. If facilities are provided and she is exposed to new skills, a woman, with her natural instincts and aptitude, will do a much better job in these occupations, particularly poultry keeping, which is a new venture in rural areas.

Activities should be undertaken to ensure economic and social protection for rural women in specific spheres such as enforcement of minimum wages, better working conditions, and protection against social and economic exploitation. Programmes for guidance, care and rehabilitation of the destitutes, the dependent, the neglected and the maladjusted women cannot be effectively developed unless the existing governmental and non-governmentals agencies undertake to study the nature and extent of this problem in rural areas. □

(This article is based on a survey undertaken in a village near Vadodra in Gujarat.)

## Self Perceptions of the Deprived Women regarding their Status, Health and Ability to Generate Income

Women from weaker sections of society have suffered long due to repression. Women have struggled for equality everywhere, but women in India have somehow remained passive. The factors are deeply rooted in the cultural beliefs prevalent in India. The status accorded to women has been low due to many reasons. One of the reasons is their inability to bring in money. The issue of women's status has to be settled if one dreams of development of a nation. Gandhiji recognized women as a great force in moulding the destiny of independent India. He emphasized that if rights of women were neglected, not only women but the entire nation was bound to suffer.

If planned development encompasses participation of the total population, almost half the responsibility is shared by the women folk as the total population of India comprises of 48 per cent of women. It is only recently that the concept of women's welfare has been replaced by women's development; thus, making the role of women in development quite paradoxical. Women, who are conditioned to prescriptive modes, are expected to participate actively in development. To make it as convincing in practice as it seems in theory, the first pre-requisite is to probe into the perceptual cognitive processes of women as to how do they perceive themselves.

Understanding the self perceptions of women is vital as it will unfold the ways in which the illiterate, downtrodden, poor women should be approached so that their participation is ensured. On the other hand, such an inquiry will suggest the motivational strategies for continual participation. It is equally important to document and analyse the reflections of some of the leaders who have worked with deprived women. The women leaders play the role of catalysts and change agents and therefore if they have contradictory notions about the self perception of women, the efforts of development through women leaders may become futile.

A study was undertaken with the following main objectives :

1. To identify the self perceptions of deprived women residing in urban and rural areas regarding their health, status and ability to generate income.
2. To find out the differences in self perception of urban and rural deprived women regarding health, status and ability to generate income according to the size of the family, type of the family, education level of the respondents, involvement of the respondents in gainful employment, type of gainful employment, age of respondents, mother tongue of the respondents and number of sisters of the respondents.
3. To obtain reflections of the eminent women leaders regarding the deprived women's problems of health, status and ability to generate income.

#### **Selection of sample and research tool**

This study was conducted in Baroda, Gujarat State, in the year 1986-87. The sample under study consisted of married women from those families whose per capita income was Rs. 300/- and below. A purposive sample of 200 women from urban and rural areas was taken. The 100 urban women from various localities of Baroda city were taken, while the rural women were from Khanpur, Sonarkui and Ashapuri villages of Baroda district.

A structured interview schedule was prepared. The interview schedule consisted of two parts. The first part of the tool covered items related to background information of the respondents. The second part of the interview schedule included a total of sixty-six statements related to self perceptions of women regarding status, health and ability to generate income. There were equal number of positive and negative statements in all the three aspects. Data collection was done by conducting personal interviews by a research assistant. As far as the reflections of the women leaders were concerned, the leaders who worked with any type of group of deprived women for at least seven years were selected for the study. An interview schedule was constructed to obtain reflections. In all, 9 women leaders from Gujarat were interviewed.

#### **Analysis of Data**

The respondents were categorised as having positive or negative self perceptions on the basis of the intensity indices calculated by dividing their total score with the total number of items. These squares were calculated to find the statistical differences in self perceptions of the deprived women according to the selected variables.

Only qualitative analysis was done of the women leaders' interviews.

## Findings of the study

### I. Background Information

The background information is presented in Table-1

TABLE 1

#### Respondent distribution according to selected variables

(N=200)

Variables (1)	Category of the variable (2)	Respondents		Total N=200 (5)%
		Urban N=100 (3)%	Rural N=100 (4)%	
Monthly per capita income	Below Rs. 50	—	67	33
	Rs. 50 to Rs. 149	61	33	47
	Rs. 150 to Rs. 249	27	—	13
	Rs. 250 to Rs. 300	12	—	6
Size of the family	Small (2-4 member)	35	33	34
	Medium (5-7 member)	44	47	45
	Large (More than 7 member)	21	20	20
Age	Young (17-24 years)	45	32	39
	Middleaged (25-35 years)	35	32	39
	Older (36-50 years)	29	16	22
Number of Sisters	None/One	36	41	38
	2-3	51	49	50
	4 and more	13	10	11
Type of family	Joint family	68	58	63
	Nuclear family	32	42	37
Educational level	Low (Illiterate & upto 3rd standard)	11	70	40
	Medium (4th to 9th standard)	42	25	33
	High (10th and above)	47	5	26
Gainful employment	Yes	62	65	63
	No	38	35	36
Type of occupation	Skilled workers	82	—	41
	Unskilled workers	18	100	59
Mother tongue	Gujarati	76	100	88
	Hindi	24	—	12
Religion	Hindu	97	100	98
	Muslim	3	—	1

1. Monthly Income : About half the respondents had I.s. 50/- to Rs. 149/- only as the monthly per capita income, while one third of the respondents had less than Rs. 50/- as their monthly per capita income. A higher number of rural women belonged to the lower income categories as compared to the urban women.

2. Size of the family : About fifty per cent of the respondents belonged to the families of 5-7 members.

3. Type of the family : According to Table-1, a majority of the total urban and rural respondents belonged to the joint family system.

4. Educational Level : Majority of the respondents were either illiterate or had studied from the 3rd to 9th standard. More rural than urban respondents belonged to the lowest level of education.

5. Gainful employment : A little more than sixty per cent of the respondents, (overall, urban and rural distribution wise) were gainfully employed outside the home. However, hundred per cent of deprived rural women were the unskilled labourers while a majority of the deprived urban women were skilled workers.

6. Age : About one third of the respondents belonged to each category of age viz. 17-24 years, 25-35 years and 36-50 years.

7. Mother tongue : A majority of the women had Gujarati as their mother tongue.

8. Religion : Only 3 percent of the urban women were Muslims and rest of the urban and all the rural women were Hindus.

9. Number of sisters : Fifty per cent of the total respondents had 2 to 3 sisters, while one third of them had no or only one sister.

## II. (A) *Self Perceptions of the Deprived Women Regarding their Status, Health and Ability to Generate Income*

On the whole the self perceptions of the low income women were negative about their status but were positive regarding their health and ability to generate income (See Table-2). However, their self perceptions were positive for the ability to generate income than for their health and status. The picture remained same for the deprived urban women but it was different for the rural woman. The deprived rural women's self perceptions for all the three aspects-status, health and ability to generate income, were negative. The intensity indices were the lowest for the status aspect.

TABLE 2

### Aspectwise self perceptions as seen through the Intensity Indices

Self perception aspects	Urban N=100	Rural N=100	Total N=200
	I.I.*	I.I.	I.I.
Status	0.58	0.43	
Health	0.69	0.57	0.51
Ability to Generate income	0.76	0.58	0.63
			0.67

\*\*II = Intensity indices

0.60-1.00 positive

0.00-0.59 negative.

## II. (B) *Self Perceptions in Relation to the Variables*

1. As shown in Table 3, highly significant differences were found in the self perceptions of the deprived women regarding all the 3 aspects—status, health and ability to generate income in relation to their area of residence and level of education.

TABLE 3

**X<sup>2</sup> values showing association between the selected variables and the self perceptions of the deprived women**

(N=200)

<i>Variable</i>	<i>Dimension of self perception</i>	<i>df</i>	<i>Calculated X<sup>2</sup></i>	<i>Level of Significance</i>
1. Area of residence	Overall	1	96.36	0.01
	Status	1	38.5	0.01
	Health	1	62.2	0.01
	Ability to generate income	1	47.6	0.01
2. Size of the family	Status	2	1.952	N.S.
	Health	2	0.635	N.S.
	Ability to generate income	2	0.499	N.S.
3. Type of family	Status	1	1.402	N.S.
	Health	1	3.332	N.S.
	Ability to generate income	1	2.983	N.S.
4. Level of education	Status	2	38.39	.01
	Health	2	70.31	.01
	Ability to generate income	2	23.39	.01
5. Age	Status	2	4.77	N.S.
	Health	2	1.5	N.S.
	Ability to generate income	2	0.822	N.S.

The higher number of urban women and those having high education (10th

standard and above) had positive self perceptions compared to the rural women and those with low education (0-3 standard).

No statistically significant differences were found in the self perceptions of the deprived women according to the rest of the variables. Some trends were observed through the intensity indices which are reported hereunder.

## 2. *Trends in Self Perceptions in relation to the variables observed through the Intensity Indices*

The low income women from all the three sizes of the family namely—small, medium and large, had negative self perceptions regarding their status. However, the intensity indices increased as the size of the family increased. Unlike status for the health aspects, the respondents from all the three sizes of the family had positive self perception and the intensity indices for all 3 sizes of the family were almost the same. The low income women from the medium and the large size of the families had positive self perceptions regarding their ability to generate income while the respondents belonging to the small size families had negative self-perceptions.

### **Type of the Family**

The overall self perceptions of the deprived women regarding their status from both the joint and the nuclear families were negative.

The picture changed considerably for the health aspect. The low income women from both the joint and the nuclear families had positive self perceptions regarding their health. Except for the rural respondents from the nuclear families, the respondents from all the rest of the categories of the type of a family had positive self perceptions regarding their ability to generate income.

### **Level of Education**

The overall intensity indices showing the self perceptions regarding status increased as the level of education increased, thus indicating a positive relationship.

As the level of education increased, the intensity indices, showing the self perceptions regarding health and ability to generate income for the total, urban and rural, women also increased.

### **Occupation**

The self perceptions of the employed respondents regarding their status were negative on the whole and the similar picture was found for the employed rural and urban deprived women.

## Age

As the age increased, the intensity indices showing the self perceptions regarding status also increased. However, the self perceptions of the deprived women in all the categories of age regarding status were negative.

The overall self perceptions regarding the health, for all the 3 categories of age were positive however the intensity indices were highest for the middle age women than the young and the old age groups. The self perceptions regarding the ability to generate income for the younger urban and rural women and also overall were positive.

## Language

Since there were no non-Gujarati respondents from the rural areas, the findings are reported for the urban areas only.

The urban Gujarati low income women had the positive self perceptions regarding all the three areas, namely, status, health and ability to generate income.

## Number of Sisters

The intensity indices showing the overall self perceptions of the low income women regarding status, health and ability to generate income increased as the number of sisters of the respondents increased.

### III. *Qualitative Analysis of the Interviews of the Women Leaders/Workers*

The audio-taped interviews revealed that all the women leaders expressed that deprived women enjoyed lower status except only one who expressed that due to the type of occupation which is same for men and women in lower strata, they enjoyed the same status. However, that the women did not have any power was the common reflection of all the women leaders/workers.

All the women leaders/workers unanimously agreed that women perceived their health to be of no importance or less important. Women generally supplemented income in the family, and therefore, there was no doubt about the women having the ability to generate income. However, all of them expressed in one way or the other that the women's economic activities are drastically underplayed by women themselves and society at large.

All the women leaders agreed that negative self perception of the deprived women will serve as a block in implementing the developmental schemes effectively.

## Discussion

The Indian women, specially the under privileged ones, still have to go a long way to achieve an equal status with men. Since in reality, they have a lower status, it is not surprising to find their self perceptions also as negative. However, while many voluntary and government women welfare agencies and committed individuals are working for the equal status for the Indian women, this revelation is a set back.

Women, besides considering themselves having a lower status, seemed to be according higher status to men, as was evident from the fact that 94 per cent rural and 66 per cent urban women had expressed that they should have at least one son. If women can accord high status to themselves, they will be motivated to limit their families just with the birth of two children, even if they happen to be two girls.

The positive self perceptions of the deprived women regarding their health and ability to generate income, may be due to several reasons. Their health and ability to generate income contribute directly to their families, and not to themselves. So, the aspect of status which is personal and psychological in nature needs to be emphasized for women.

The unskilled women had more positive self perceptions than the skilled ones. Women are still largely employed at the lower levels of unskilled work. Those engaged in skilled work may have to put up with the hardships where men are already established since long. Skilled work requires systematic training, longer hours of work and high level of efficiency, which the low socio-economic status women may not have been allowed to have from their families. This may have helped the skilled female respondents to have lower self perceptions about their ability to generate income. So, the women need to be provided facilities to do the skillful work to have higher wages and better work satisfaction. This eventually will help them to have better self perceptions about their income generating abilities.

The higher number of the urban women consistently had the positive self perceptions regarding the aspects of health and ability to generate income than rural women. This was true in relation to all the variables. It can be explained with the help of the background information. Poverty and illiteracy/low level of education were reported more in the rural areas than in the urban areas. Level of education was positively connected with the self perceptions of the women. More rural than the urban women were unskilled workers. Less cosmopolitan atmosphere prevailed in the rural areas as all the rural women were Gujarati; while one fourth of the urban women were from Hindi speaking areas, who had migrated to Gujarat. All the rural women being originally local, may have had the traditional perceptions about themselves.

Besides these facts, generally the urban women are more exposed to media and other wide and varied experiences, which might have contributed to their development of positive self perceptions. If the rural women are to be helped to develop positive self perceptions, besides increasing their level of education and socio-economic status, their experiences and horizons also need to be widened.

It is clear that the women who got support from other women tended to have better self perceptions. Education seems to have helped women to build better perceptions of themselves. So, here is a strong justification for the female literacy which is only 25 per cent in India at present. Making women just literate is not enough. Their level of education will have to be brought at par with men, if they are to be equal partners in the progress and growth of the nation.

Since women are given lower status than men, these low income women must have been indoctrinated with a philosophy, right from their childhood that they were living for the family and not for themselves, that they only had to submit and sacrifice and not enjoy or develop to be creative individuals. Other family members need not share their sorrows and work but receive all the benefits resulting from the denial of comforts and enjoyment to the women.

In conclusion, the rural women need to be provided similar experience and opportunities as the urban women to help them to develop positive self perceptions. All deprived women need to be encouraged to develop positive self perceptions about their status. The compulsory education, proper implementation of the articles of our Constitution regarding women welfare and the voluntary efforts of the women welfare agencies can go a long way to accomplish this. The survey showed that women will have to be supported by women themselves and women will have to increasingly get involved in the higher levels of occupations to think positively about themselves. □

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## A Study of Women Dropouts in Adult Education Centres of Mysore Taluk

The success of any adult education programme has throughout been thwarted by the phenomenon of dropouts in adult education centres. An adult education centre, started with all enthusiasm and commitment to realise the objectives of the adult education programme within a stipulated period is often faced with a situation when learners do not turn up after enrolling in the centres. The problem is grave particularly in the adult education centres exclusively meant for women, scheduled castes and scheduled tribe learners.

A study entitled, 'A Study of Women Dropouts in Adult Education Centres of Mysore Taluk' which was limited to the dropouts from both rural and urban adult education centres in the taluk meant for the year 1985-86 was undertaken with the following main objectives :

- to ascertain the characteristics of dropouts with reference to their age, occupation, caste, marital status, prior schooling and motivation and their attitude towards the programme.
- to find out the reasons for their dropping out from the adult education centres.
- to find out and study the dissimilarities of reasons given by those belonging to both urban and rural adult education centres.
- to find out and study the dissimilarities between the reasons given by both married and unmarried girls.

### Sample

The sample consisted of 80 dropouts from adult education centres in Mysore city and in the rural areas around Mysore. The respondents were selected applying random sampling techniques. Data was collected by adopting observational and interview methods for the purpose of which a tool was prepared consisting of two parts—Characteristics part and Reasons' part. The Characteristics part consisted of the variables like Age, Caste, Occupa-

tion, Marital Status, Motivation, etc., and the other part contained possible reasons for dropping out from the centres.

### Collection of Data

A sincere effort was made by the investigator to establish a rapport with the respondents before an interview was conducted in an informal way and their response were recorded in the space provided in the schedule.

### Findings

*Age* : 52% of the respondents belonged to the age-group of 15-25, and 28% belonged to the 26-35 age-group and 20% to the age-groups of below 15 and above 35.

*Caste* : 47% of the interviewees belonged to such communities identified as backward communities by the State Government, 25% belonged to the Scheduled Castes, and 10% to the Scheduled Tribes. Others belonged to minority communities having low socio-economic status in the society.

*Occupation* . 42% of them were housewives, 16% unmarried and unemployed girls, 13.75% artisans, 10% small vendors, 6.25% belonged to Cooli category and others were small farmers.

*Marital Status* : 75% of them were married.

*Formal Education* : Among the respondents, 53% had no formal education, where as the remaining 43% had gone to school from the 1st standard to the 5th standard.

*Motivation* : 55% of the respondents were self-motivated to join AECSSs, and the remaining were motivated by the adult education functionaries.

*Decision or Attitude* : 82% of them were willing to join AECs once again, and they had shown a positive attitude towards the programme.

A majority of the AECs had a rate of dropouts from 6 to 10 ratio, and a maximum number of 20 was found in one of the AECs.

TABLE 1

<i>Sl. No.</i>	<i>Rate of Dropouts</i>	<i>No. of AECs visited</i>
1.	1 to 5	7 (36.84%)
2.	6 to 10	9 (47.36%)
3.	11 to 15	2 (1.52%)
4.	16 to 20	1 (0.52%)
Total		19

## Reasons

The reasons possible for the phenomenon of dropouts listed here were categorised into three—reasons pertaining to AECs, socio-economic reasons, and personal reasons.

TABLE 2

### Reasonwise Distribution of Dropouts

Sl. No.	Reasons	No. of dropouts	Percentage of dropouts
1.	Distance of the Centre	4	5%
2.	Inconvenient timings of the Centre	10	12.5%
3.	Uninteresting curriculum	—	—
4.	Lack of physical facilities like lighting, cleanliness, ventilation, lavatory, etc.	—	—
5.	Economic condition—labour outside home	8	10%
6.	Lack of time—due to domestic work —15 —due to seasonal work —1	16	20%
7.	Ill health	1	1.25%
8.	Discouraged by elders in the family.	11	13.75%
9.	Shyness due to age	6	7.5%
10.	Unfavourable traditions and customs	5	6.25%
11.	Not interested	7	8.75%
12.	Non-utility of learning	2	2.5%
13.	Other individual reasons	10	12.5%
Total		80	

Three major reasons could be accounted for and the major reason was the household drudgery which caused tiredness and allowed no time to attend adult education centres. The second important reason was social inhibitions and discouraging environment. Most of the young unmarried (below marriagable age) girls without any responsibilities of either the household or small children which married women usually have, were inhibited to go out of home due to unfavourable customs and traditions prevailing in that society. The third important reason which caused the phenomenon was the inconvenient timings of adult education centres.

Other reasons of equal importance were shyness due to their age, and lack of interest in the programme.

The phenomenon studied with respect to the variables show that more than 50% of the dropouts interviewed had socio-economic reasons irrespective of their marital status, age, occupation, motivation, formal education, caste, etc.

Reason : 49% of the respondents, belonging to urban adult education

centres, gave socio-economic reasons for dropping out where as in rural adult education centres, the percentage was raised to 52.38%.

The other main reason given was personal for both urban and rural respondents.

*Marital Status* : The fact that 75% of the respondents were married leads us to say that marital status has much to do with the phenomenon, in addition to that the low social and economic status of those dropouts had much to do with it whether they belonged to urban or rural adult education centres. Unfavourable customs and traditions also had made the situation very difficult.

### **Conclusion**

- It is necessary that the instructors should equip themselves properly in order to handle adults and guide them in a proper manner.
- Vocational skills may be introduced in adult education centres to make the learners productive and improve their economic condition. Adult education centres may become economically productive and find market for their products.
- Effort may be made to create awareness in the people which will help them to change their attitude towards the programme, and help relax the socio-cultural inhibitions against attending adult education centres by both married and unmarried girls.
- Development departments may be involved in adult education programmes this may motivate the learners.
- Selection of teachers may be based on qualification and commitment than on caste and influence.
- Selection of venues for conducting adult education classes should be done so that the venue is not very distant from the residences of learners, and is meant for all irrespective of caste and creed.
- Classes may be conducted in batches so that learners may attend the classes at any timing which they find convenient.
- Schemes like I.C.D.S. may be extended to all women adult education centres which may help women with small children which is found to be one of the main hindrances for them to attend adult education centres regularly.
- Jana Shikshana Nilayams may be opened in both urban and rural areas.
- Mass media may be made use of to the full extent to create awareness about the programme, and to seek co-operation and help from the people to run AECs smoothly without much difficulty. □

## Development and Tradition

### An Experiment of Social Change in Sri Lanka

"A village awakes", recently an observer of the events in Hingura-Ara said. "The people open their eyes and see that things begin to change." Hingura-Ara is a part of the small town Embilipitiya in the south of Sri Lanka, and which in the recent past has been characterised by terms like "youth unrest" or "social conflicts".

But what to the outside world – which starts in Sri Lanka's capital Colombo – seem to be signs of political instability, are questions of survival for the rural population in its day-to-day struggle. Very much like in many parts of the Third World, violence is the outlet for experienced oppression, and the feeling of being neglected. A deterioration of the situation on national as well as international levels has increased the pressure on the rural population in the south and created more insecurity.

Unlike many other regions of Sri Lanka, Embilipitiya has not got any historical sites or other means to attract the crowds of tourists from western Europe which have changed the coastal areas so much. Therefore the image of foreigners in Embilipitiya is largely influenced by the workers of a Chinese company holding a contract in the public construction sector. Due to its situation near an important road, however, Embilipitiya has been the scene of various governmental developmental programmes in the last 30 years, ranging from the renovation of the ancient water reservoirs to changes in the community administration.

So is Hingura-Ara, though still a predominantly agricultural village, administrationally a part of Embilipitiya and a section of the population finds employment in the town. This, among other factors, has changed the attitudes of the younger generation considerably which aspires to a life style different from that of their fathers or grandfathers.

In this environment, Sri Bodhirukkhamaya—till recently a temple like in any Sinhalese Buddhist village in Sri Lanka—has taken the challenge to play a role as a grass root institution to improve the villagers' lot.

The temple has been very popular since a long time, perhaps because of the religious commitment of its inhabitants, perhaps because of its beautiful Bodhi tree which catches the attention of any visitor to the village at first

sight. In one sense Sri Bodhirukkharamaya has always been a community centre, as here the villagers come together on Buddhist holidays or meet the bhikkhus to discuss their problems. Now a new dimension has been added to this : the temple has become the scene of a series of community and social development activities.

That a temple is the site of these programmes—and not a more secular form of projects—recognises the fact that human welfare is not merely a matter of fulfilling material needs. Spiritual aspects of life which find their colourful different expressions in each community, have and should remain to have their guiding and comforting influence on life. Therefore, in the daily programmes of the temple, work for religious or material demands can never be strictly separated.

The intellectual “father” of this programme is Ven. Omalpe Sobhita Thero, a monk who returned to Sri Lanka after religious and academic work in Colombo, Singapore and India the previous year. According to him, the role of the Sangha (the order of the Buddhist monks) is not just to be a means to provide the individual monk with a secluded meditational atmosphere. For him it is a sort of “social welfare army”. “The Good of the Many, the Happiness of the Many”—this task which the Buddha gave his disciples in one of his first sermons, has become an imperative for Ven. Sobhita.

In establishing the Sri Bodhiraja Dharmayatanaya (which he simply calls “A Bhikkhu Training Programme”) he followed the examples of the medieval universities of Nalanda (Bihar) and Valabhi (Gujarat) where, according to the 7th century traveller I-tsing, students were not educated just to become spiritual masters or learned scholars. While referring to these historical examples and the old Pali scriptures which may have a touch of religious fundamentalism, Ven. Sobhita’s outlook is very modern. His aim is to educate the young monks to become active social workers as well as respected members of the Buddhist bhikkhus’ order. Completing their education, however, the students may decide to continue their lives as monks or to leave the temple in order to return to ordinary life.

But the work of Ven. Sobhita does not stop here, at the more “introvert” level of social or social-change work. An initiative of the mothers of more than 600 children presently registered in the Sunday School (where they are taught Buddhism) has been developed into a women’s organisation with increasing membership. In the beginning the ladies provided the Sunday School children with a weekly ration of nourishing “kola kenda” (a sort of porridge prepared from leaves, coconuts and rice). That focussed their attention on problems of nutrition and family welfare. With the intention of working on these topics the mothers came together in the Ladies’ Committee.

A Farmers' Front deals with pressing problems like the allotment of irrigation water which contrary to previous promises has been mainly used for industrial purposes, or the registration of lands which in some cases has been postponed for nearly 15 years. Getting the assistance of the temple for the farmers means getting the assistance of Sri Lanka's most powerful pressure group which has the means to create a wider audience for their problems in Colombo. The monks are also aware that taking sides in these issues might cause problems for them in future.

In Sri Lanka gatherings on the occasion of the funeral of a deceased family member play an important social role. Often, however, they also become an economic burden for the family. For this reason, the members of the Funeral Assistance Fund share that responsibility on a co-operative basis.

A big part of the temple's programmes are related to children and young people. Therefore, always a large number of children are present on the temple grounds. Their programmes range from a small pre-school in the mornings to an evening school for school-age children on four to five week days. Some of the classes in this evening school are meant to give these children further intellectual inspiration whereas in other classes they are led to apply the school knowledge to every-day situations in rural life.

Self-employment of young people is encouraged. With the help of the temple and other institutions they could get bank loans on good conditions. To facilitate self-employment, experiments on mushroom cultivation have been started. As youth unemployment is considered to be among the main reasons for problems like the high suicide rates and violence, looking for vacancies in industry and companies has been a more immediate step to tackle this problem.

All the activities of the temple are meant to create an environment which people find it worth and enjoyable to live in. This means of course also : not to forget the natural environment. Afforestation on community basis is planned for the time after the rainy season. The temple has got a small nursery which also can be used for such purposes.

The young monks of the Bhikkhu Training Programme are led to take responsibilities in some of these programmes and activities. As the need for more dedicated field workers is felt, some other young volunteers are trained to become involved in constructive work. For this, the Sri Lankan Sarvodaya has offered assistance to the temple.

Everyday, several hundred people (up to a few thousands on holidays) visit the temple, meditate, study or work on its grounds. Regardless of this being a Buddhist temple, members of different religious and national communities work together with a common aim : to create a more liveable environment for all.

# Self-Concept Dimensions and Academic Performance : A Replicated Validative Study of Adult Learners

Self-concept or the opinion which the individual holds of himself and abilities in relation to others has been an intensive area of research more for the children and youth and less for the adults. Yet, it is the adults, according to knowledge, who encourage and reinforce in the children the self-concept of dependency into which they are born.

The encouraging and reinforcing process of the self-concept of dependency is manifested when society attempts to uphold the normal role of a child to be that of a learner and determiner or influence his future full-time job, acting as well as the fountain of children's rewards and self-fulfilment. In other words, there is a tendency for the adult world to 'impose' on the children their own conceptions or views of man's total existence.

This paper is not an attempt to argue the reasonableness of the seemingly messianic role the adult plays. Rather it is an attempt to study the self-concept of a group of people, i.e. the adults, who have influenced in no small way the self-concept of the young ones about whom much has been written.

Self-concept is multi-facet and has been area of research by Taylor, Combs and Syngg, and Calhour Jr. and Morse, amongst a host of others. Most of the researchers in the literature were interested in measuring the relationship-not necessarily causality-between self-concept and achievements of various kinds. Though most revealing, there has been no general agree-

ment among the researchers as to the degree of relationships. For example, while the studies of Bodwin, Lumpkin, Wattenburg and Clifford, Bakare and Obanya found a positive relationship between self-concept and academic performance, those of Nicholson and Nemeroff did not find any such relationship. Again, the studies of Gardener and Lambert in which they used socio-psychological factors as determinants of success in learning a foreign language revealed that in some cases the students' own judgement of how well they thought they were doing in the mastery of the language ran at variance with their instructors' judgement as shown in their scores and trusting that the effect of subjectivity was partialled out.

While such studies are useful in the advancement of knowledge, it is sad to note that educators and adult educators over the years have been rather busy discussing the issue of the adults' ability to learn. Good though this might have been, there is a growing tendency for people to extrapolate finding from researches with the youth to adults who differ significantly from the former in maturity, experience and responsibilities or roles.

The time is ripe enough for adult educators to validate and re-validate some of the findings from studies in which children and youth are used in the study of adult learners. This is one way by which we can reach valid conclusion.

### **Hypothesis**

To guide this study the following hypothesis was formulated and tested. Extra-mural students' academic performance is independent of global self-concept.

This study is important in many-ways. In the main, however, it is hoped that findings from this study will assist adult learners, instructors and administrator of their learning activities to become more aware of the role of self-concept in the academic performance of the adult person. Again, the information derived from this study may provide a valid basis for the formulation of effective adult teaching methodology such that their learning is enhanced. The study can provide the kind of information which might open the way for further research, especially on a comparative basis.

To meet these expectations, the design of procedure presented below were adopted.

## **DESIGN AND PROCEDURE**

### **Subjects**

The sampling technique random and stratified. First, 458 out of the 650 extra-mural students at the Ekenwan campus of the University of Benin, Benin City, Nigeria, where the study was carried, were identified to be 18 years and above. Eighteen years of age is Nigeria's legal and political age. In other words, it is the age at which one can sue or be sued, and

vote. And secondly, using the Fisher and Yates Statistical Tables, 250 out of this 458 students were then randomly sampled for the purpose of the study.

### **Instruments**

The students' or respondents' rating of themselves was measured with a self-concept questionnaire developed by the researcher. The instrument was constructed to reflect the four dimensions (viz. academic, social, psychological and physical) self-concept, and drew heavily from items in :

1. Coopersmith's Self-Esteem Inventory.
2. Kifer's 'My Self in School', and
3. Brookover's Measure of Self-concept of Ability

The respondent rated themselves on a five-point scale for each item in the questionnaire. The scale was reversed at regular intervals to prevent response set. The dimensions used in the questionnaire were also mixed up for that same purpose.

The first design of the questionnaire was shown to twelve adult educators and educational psychologists drawn from three Nigerian universities. Only items approved by eight out of the twelve instrument assessors were adopted for use in the final draft. The construct validity of the questionnaire was 0.78. The questionnaire was pilot-tested at the Ugbowo campus of the University of Benin extra-mural centre. It yielded a reliability co-efficient of 0.84 at 0.05 level of significance. This instrument was, therefore, considered valid and reliable enough for application.

The second set of instruments used was the average scores in six subjects in two examinations conducted by the agency. The scores in two separate examinations were used so as to make good lapses that may affect examination conditions and performance, e.g. illness and preparedness.

### **Procedure**

The self-concept questionnaire was administered by the researcher to the respondents just some days before they had their final sessional examination.

## **ANALYSIS AND RESULTS**

Total scores were derived from both the self-concept rating instrument and each respondent's average score in the six subjects they had earlier indicated as being their best. The scores from both the instruments were then matched to each respondent and the correlation co-efficients computed, using the product-moment technique to ascertain the degree of relationship. The table below contains the data derived :

## Relationship Between Self-Concept and Extra-Mural Students' Academic Performance

( $N=250$ )

	'Mean score'	Squares	XY	r
1. Self-concept	53.9	770,846.63	669,116.05	0.48
2. Academic Performance	48.3	613,155.62		

The results presented in the table above indicate a positive relationship between extra-mural students' self-concept and their academic performance.

### DISCUSSION AND CONCLUSION

The study's null hypothesis which stated that extra-mural students' academic performance is independent of global self-concept was rejected, meaning that a relationship has been established. However, compared with similar studies establishing relationships, particularly that of Bodwin with 'r'—.72 and .62, there is the tendency for one to say that the 'r' of 0.48 obtained in this study might not have been as high as some would expect. Apart from the fact that university adult basic education students come into the programme from various backgrounds and with intricately varying objectives, academic performance is influenced by a number of other variables some of which Biddle and Ellena identified to include formative experience, teacher properties, teacher behaviours, immediate and long-term consequence, classroom situations and school and community contexts.

Nevertheless, the findings of this study concerning extra-mural students tended to confirm those of Bakare and Obanya.

Essentially, this replicated and validative study has consistently confirmed the findings of similar studies in which youth are used. The finding in this study is, perhaps, peculiar in the sense that the positive relationship obtained appears to be somewhat lower than those for youth.

Further research in which the same objective, hypothesis and instruments are used will be necessary in all universities providing extra-mural services. It is imagined that such comparative findings may either confirm or reject the one emanating from this study. This is one of the ways we can contribute to the development of theory.

Meanwhile, the result of this study, though limited to its location, has an important message for all teachers of adults. The adult learners used in this study do not seem to have that kind of low self-concept adult learners in

general have often been wrongly accused of manifesting. Consequently, their self-concept in relation to academic performance is in many ways similar to those of younger learners in spite of the characteristic differences between the two groups.

### Summary

The purpose of this study was to offer a constructive, replicative and validative application of the general studies of the relationship between self-concept and academic performance to adult learners. It tended to support such other studies with the same objective but varied in the characteristics of respondents used. Attention must be paid to the danger of using the finding here as a basis for generalizing for all situations. Comparative studies to confirm or reject the foundation that is being laid here might be desirable □

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# Factors Influencing the Media Exposure of Dryland Farmers

Communication plays an important role in the dissemination of farm information. Mass media like radio, T.V. and newspaper etc., and contact with extension functionaries create a favourable atmosphere for seeking farm information. Adoption of improved farm practices will ultimately depend upon the utilization of these sources. Again the utilization of communication sources varies among the farmers who are close to urban area and those in the remote areas particularly in tribal hamlets. It is interesting to identify the factors influencing the exposure to these sources of communication especially among tribal and non-tribal dryland farmers. Hence, a study has been conducted in two villages of Rangareddy district in Andhra Pradesh to study the different personal, socio-economic and psychological factors of farmers influencing their mass-media exposure and knowledge of extension functionaries.

## METHODOLOGY

Two villages viz., Yellammatanda and Mankhal in a distance of nearly 60 and 20 km respectively from Hyderabad city were selected for the study. Yellammatanda is an interior tribal hamlet, where majority of the farm families belong to the scheduled tribe Lambada and were exposed to dryland agricultural technologies for two years through the Lab to Land Programme of CRIDA. Mankhal village is nearer to the city and well connected by city transport. Here also the farm families were exposed to the improved technologies for three years under the Lab to Land Programme. The main crops in both the villages are sorghum and castor. Fifty farmers from Yellammatanda (all belong to scheduled tribe) and fifty

from Mankhal (all non-tribal) were chosen at random as sample respondents for the study. These farmers have been adopted under the Lab to Land programme and belong to the small and marginal category. The unique features of this programme is to prepare the individual farm family plans after identifying the resources through a base-line survey, and impart training and exposure to the technologies through crop demonstrations conducted by the scientists. Critical inputs in the form of seed, fertilizer and pesticides were provided to the farmers.

A pre-tested interview schedule was administered to the respondents for collecting the information. Chi square test was used for finding out the association between variables. The following variables were studied.

### **Independent**

**Age**—It refers to the number of years the respondent lived since birth at the time of interview. Based on mean and SD the respondents were divided into three categories viz., young, middle and old.

**Socio-economic status**—It refers to the position that a farmer or his family occupies in comparison to others with respect to caste, occupation, education, social participation, farm size house, farm power and family type and size. This was measured with the help of all the components of socio-economic status scale (rural) developed by Pareek and Trivedi (1964). As per the SES, the respondents were divided into low, medium and high.

**Economic motivation**—It refers to the occupational success in terms of profit maximization and the relative value placed by farmers on economic ends. Based on the scale developed by Supe, the respondents were divided into low, medium and high groups.

**Scientific orientation**—It refers to the degree to which farmers are oriented to the use of scientific methods in decision making and farming. These respondents were grouped into low, medium and high categories, based on individual scores.

**Risk preference**—It refers to the degree to which farmers are oriented to risk and uncertainty and have courage to face the problems in farming (Supe 1969). The respondents were grouped into low, medium and high categories with the help of Mean S.D.

### **Dependent variables**

**Mass-media Exposure**—It has four components viz., cosmopolitaness, news paper and agricultural magazine reading, radio listening and watching

of films. The degree of exposure to different components was measured on a 5-point scale. Based on the individual scores of different components, total scores of mass-media exposure was calculated. Based on the individual scores, respondents were grouped into low, medium and high categories with the help of mean and S.D.

*Knowledge of extension functionaries* : Respondent's knowledge of extension functionaries was sought by asking whether they had the know-how about the extension functionaries viz., VLW, AP, Sarpanch, B.D.O, bank staff, Mandal Revenue Officer etc. Based on the respondents' scores about nine important extension functionaries operating in their area (scores 1 and 0 for yes and no respectively) they were classified into 3 groups viz., low, medium and high with the help of mean and standard deviation.

## FINDINGS AND DISCUSSION

Association of six factors viz., age, extent of irrigation, socio-economic status, economic motivation, scientific orientation and risk preference with mass media exposure was studied. A perusal of the data presented in Table-1 indicates that out of the six factors, only risk preference in case of tribals and socio-economic status and economic motivation in case of non-tribals have significant association with mass-media exposure. Findings indicated that farmers having high and medium risk preferences have a medium exposure to mass media in case of tribals (69.2 and 75.8 per cent respectively). Those with a low risk preference have a low exposure. The other factors do not have significant relation with mass media exposure and this shows that these factors have no role to play in influencing them to go for mass media in tribals. This is in contrast to the other group, non-tribals, where two factors viz., socio-economic status and economic motivation have significant association with the mass-media exposure. Majority of the respondents with high and medium socio-economic status (50.0 and 69.4 per cent respectively) have a medium exposure. In case of economic motivation, the findings revealed that the respondents with high and medium economic motivation possessed high and medium exposure (50.0 and 71.4 per cent respectively).

An attempt has been made to know, how far the selected socio-personal factors influence the knowledge of extension functionaries (Table-2). None of the factors except socio-economic status was found to have significant relationship with the knowledge of extension functionaries. The data revealed that majority of the tribal farmers with high and medium socio-economic status possessed medium knowledge while in case of non-tribals those with high and medium status have high and medium knowledge

respectively. This is in contrast to mass media exposure where there was no relation between these two variables. It may be that for tribal farmers who are mostly illiterate, the easily accessible approach might be by contacting extension personnel frequently. The findings are similar in case of non-tribal farmers also. Socio-economic status was found to be related with the knowledge of extension functionaries. Farmers, with high and medium status irrespective of literacy, possessed the knowledge of extension personnel working for them. This is true for both tribal and non-tribal farmers. It might be due to their more inclination towards extension functionaries for immediate field application of new innovations and which may reduce the time gap in adoption.

## CONCLUSION AND IMPLICATIONS

Six socio-personal factors have been chosen for finding out their association with two important variables of communication, viz., exposure to mass media and knowledge of extension functionaries. The findings of the study shows that only 'risk preference' has significant association with mass media exposure in case of tribal farmers. The other factors do not have any relation with mass media exposure either in case of tribal or non-tribal farmers. Socio-economic status and economic motivation are the two factors with which it was found to have significant association in case of non-tribal farmers. Farmers with high and medium socio-economic status and economic motivation possessed high and medium exposure to mass media respectively. The socio-economic status was found to have significant association with the knowledge of extension functionaries in case of both tribals and non-tribals. Tribals with high and medium status have medium knowledge while non-tribals with high and medium status possessed high and medium knowledge respectively. The other factors do not have any role in influencing the farmers' knowledge about extension functionaries. The following are some of the implications of the study.

1. Farmers belonging to scheduled tribe, especially those with a low risk preference, should be encouraged for more exposure to mass media. Distribution of popular literature on dry farming should be intensified. Regular screening of documentary films on dry farming should be organised.
2. Non-tribal farmers especially those with low socio-economic status and economic motivation should be encouraged for more exposure to mass media.
3. Farmers among tribals and non-tribals with low economic status should also get preference and encouragement for more frequent extension contacts.

TABLE 1

## Association between mass-media exposure and socio-personal factors

Socio-personal factor	Mass-media exposure					
	Tribal farmers (N=50)			Non-tribal farmers (N=50)		
	High (2)	Medium (3)	Low (4)	High (5)	Medium (6)	Low (7)
<b>1. Age</b>						
Young	1(2.5)	5(62.5)	2(25.0)	3(33.3)	4(44.4)	2(22.2)
Middle	7(21.2)	18(54.5)	8(24.2)	5(13.5)	25(65.5)	7(18.9)
Old	1(11.11)	4(54.4)	4(44.4)	—	4(100.0)	—
X <sup>2</sup> value	1.8833	d.f.4	NS	4.6475	d.f.4	NS
<b>2. Socio-Economic status</b>						
Low	—	5(71.4)	2(28.5)	—	3(75.0)	1(25.0)
Medium	4(12.1)	25(75.7)	4(12.1)	3(8.3)	25(69.4)	8(22.2)
High	4(40.0)	5(50.0)	1(10.0)	5(50.0)	5(50.0)	—
X <sup>2</sup> value	7.0192	d.f. 4	NS	11.9546	d.f.4	*
<b>3. Economic Motivation</b>						
Low	1(7.1)	9(64.2)	4(28.5)	—	5(71.4)	2(28.5)
Medium	7(25.9)	19(70.2)	1(3.70)	4(11.4)	25(71.4)	6(17.1)
High	—	7(77.7)	2(22.2)	5(50.0)	3(37.5)	1(12.5)
X <sup>2</sup> value	8.5351	d.f.4	NS	9.1126	d.f.4	*
<b>4. Scientific orientation</b>						
Low	—	5(62.5)	3(37.5)	—	5(83.3)	1(16.6)
Medium	7(24.1)	19(65.5)	3(10.3)	8(19.0)	26(61.9)	8(19.0)
High	1(7.6)	11(84.6)	1(7.6)	—	2(100.0)	—
X <sup>2</sup> value	7.3873	d.f.4	NS	2.6455	d.f.4	NS
<b>5. Risk preference</b>						
Low	—	4(50.0)	4(50.0)	—	26(61.9)	8(19.04)
Medium	6(20.6)	22(75.8)	1(3.4)	8(19.0)	26(61.9)	8(19.04)
High	2(15.3)	9(69.2)	2(15.3)	—	5(83.3)	1(16.6)
X <sup>2</sup> value	12.0121	d.f.4	2.6455	—	d.f.4	NS

X<sup>2</sup> Chi-squares

NS Not significant

\* Significant at 5% level

\*\* Significant at 1% level

TABLE 2

**Association between knowledge of Extension functionaries and Socio-personal factors**

Socio-personal factor	Knowledge of extension functionaries					
	Tribal farmers (N=50)			Non-tribal farmers (N=50)		
	High (2)	Medium (3)	Low (4)	High (5)	Medium (6)	Low (7)
(1)						
<b>1. Age</b>						
Young	—	8(100.1)	—	2(22.2)	5(35.5)	2(22.2)
Middle	4(12.1)	25(75.7)	4(12.1)	7(18.9)	23(62.1)	7(18.9)
Old	1(11.1)	6(66.6)	2(22.2)	2(50.0)	—	2(50.0)
X <sup>2</sup> value	3.3696	d.f.4	NS	5.6618	d.f.4	NS
<b>2. Socio-Economic status</b>						
Low	—	6(85.7)	1(14.2)	1(25.0)	1(25.0)	2(50.0)
Medium	1(3.03)	27(81.8)	5(15.1)	4(11.1)	24(66.6)	8(22.2)
High	4(40.0)	6(60.0)	—	6(60.0)	3(30.0)	1(10.0)
X <sup>2</sup> value	13.3371	d.f.4	**	13.2260	d.f.4	*
<b>3. Economic motivation</b>						
Low	1(7.14)	11.(78.5)	2(14.2)	1(14.2)	4(57.1)	2(28.5)
Medium	3(11.1)	23(85.1)	1(3.7)	7(20.0)	21(60.3)	7(20.0)
High	1(11.1)	5(56.7)	3(33.3)	3(37.5)	3(37.5)	2(25.0)
X <sup>2</sup> value	5.9422	d.f.4	NS	1.9510	d.f.4	NS
<b>4. Scientific orientation</b>						
Low	1(12.5)	7(87.5)	—	1(14.2)	3(42.8)	3(14.2)
Medium	4(13.7)	20(68.9)	5(17.4)	9(21.9)	24(51.5)	8(19.5)
High	—	12(92.3)	1(7.69)	1(50.0)	1(50.0)	—
X <sup>2</sup> value	4.3294	d.f.4	NS	3.1175	d.f.4	NS
<b>5. Risk preference</b>						
Low	—	6(75.0)	2(25.0)	—	2(100.0)	—
Medium	5(17.2)	21(72.4)	3(10.3)	11(26.6)	22(52.3)	9(21.4)
High	—	12(92.3)	1(7.6)	—	4(66.6)	2(33.3)
X <sup>2</sup> value	5.4810	d.f.4	NS	3.8033	d.f.4	NS

X<sup>2</sup> Chi-square

NS Not significant

\* Significant at 5% level

\*\* Significant at 1% level

# Adult Education News

## 2.71 Lakh Adult Education Centres in Operation

There are 2.71 lakh Adult Education Centres in operation with an enrolment of 8.1 million adult learners in the country according to the annual report of the Department of Education, Ministry of Human Resource Development for the year 1988-89.

Over 500 voluntary agencies are working for the promotion of adult education. Apart from this, about 14,000 Jana Shikshan Nilayams had been set-up for providing continuing education for the new-literates.

The focus under NLM is on rural areas, particularly women and people belonging to scheduled castes and scheduled tribes, the report says.

A special programme, "Operation Literacy by Census 1991" has been launched in certain districts of Tamil Nadu, Kerala and Gujarat. Efforts are being made to extend this programme to other states and 10 metropolitan cities. A special Post Box No. 9999 has been allotted by the Department of Posts to enable any person to know about the adult education programmes or to contribute to them.

The report says that the Government proposes to enrol 35% of the higher secondary students in various vocational courses by 1995. By the

end of the current financial year 1989-90, 10% students will be enrolled in vocational courses.

During 1987-88, assistance was provided to 18 states to start 3100 vocational courses in 1000 schools. It is likely to extend to 5000 schools in the next few years.

The Report says that special emphasis continued to be given to elementary education during 1988 and a sum of Rs. 233.40 crore of the budget amount was allocated on elementary education during the year 1988-89 which accounts for 29 per cent of the total Plan allocation of Rs. 800 crore.

The launching of the "Mahila Samakhya" scheme for providing education to women with a special thrust in the rural areas was another highlight for 1988. During the current year (1989-90) women's activity centres (Mahila Samakhya) are expected to cover 200 villages of 10 districts in three states in a phased manner. This Central sector scheme for women's education would continue to be implemented under the 8th Plan for their uplift and equality.

According to the Report, significant progress has been achieved in distance education. The Indira Gandhi National Open University (IGNOU), set up in 1985, has now an enrolment of 54,000 students for various degree and diploma courses. The IGNOU covers practically all States and Union Territories through its net-work of 12 regional centres and 112 study centres.

The Report says that Navodaya Vidyalaya scheme was begun in 1987 to provide quality education on the public school pattern to talented children coming from rural areas. As against the target of 448 schools during the Seventh Plan period, 256 such schools had already been set up in 22 States and seven Union Territories by the end of 1988-89.

### **Awareness Camps for Women**

The Indian Adult Education Association organised four one-day Awareness Camps for Women in East Delhi on January 16-19, 1989. The topics covered were Planning in India, Population Education, Rights and Duties of Citizens under the Constitution of India and the Economic Outline of the country. 40 women participated.

### **Contributions to Tagore Endowment Fund**

The following have contributed to the Tagore Endowment Fund of the Indian Adult Education Association recently :

1. Bhartiya Grameen Mahila Sangh, Indore (MP)	Rs. 251.00
2. Mr. J. Paul Basker, Dindigul, (Tamil Nadu)	Rs. 50.00
3. Mr. P.C. Raghavan Nair, Calicut (Kerala)	Rs. 30.00
4. Mr. M.U. Alam, Darjiling (West Bengal)	Rs. 60.00
5. Mrs. Nighat Basu, Srinagar (J&K)	Rs. 51.00
6. Mrs. Sarla Bhalla, Dabwali (Haryana)	Rs. 101.00
7. Dr. Manjit Paul, Calcutta	Rs. 250.00
8. Dr. K.R. Jafri, Faizabad (U.P.)	Rs. 100.00
9. Dr. John K. Friesen, Vancouver, Canada	Rs. 244.50
10. Dr. K.S. Pillai, Trivandrum	Rs. 101.00
11. Dr. V. Reghu, Trivandrum	Rs. 101.00
12. Jammu & Kashmir Cooperative Union Ltd., Jammu	Rs. 51.00
13. Mrs. Pushpa Devi Gupta, New Delhi	Rs. 101.00

### **Agra University Starts Certificate and Diploma Course in Adult Education**

The Department of Adult, Continuing Education and Extension, Agra University will be organising the following courses ;

- |                                   |             |
|-----------------------------------|-------------|
| 1. Certificate in Adult Education | — 6 months  |
| 2. Diploma in Adult Education     | — 10 months |

The Certificate Course will have 100 working days and will consist of three theory papers, field practicals and viva-voce.

The duration of the Diploma Course will be 200 working days and will consist of 5 theory papers and a practical based on running an Adult Education Centre and a viva-voce.

### **Link Between Women's Status and Quality of Life : Study**

The high status of women in Kerala has contributed in providing a better quality of life to the people of the State according to a study by Ms. Shobha B. Nair, a research scholar of Kerala University. Dealing only with Kerala, the study outlines the well-known fact that the state has the highest literacy rate in India. But what is not so well known is that the State also has the lowest disparity between male and female education.

According to the 1981 Census figures, the literacy rate in Kerala for men is 75.3 per cent and women 65.7 per cent. The corresponding national figures are 46.9 per cent and 24.8 per cent.

Generally, lesser the number of children, the better the quality of life. In Kerala, the high literacy rate coupled with high mean age at marriage

(27.19 for men and 21.85 for women : the all-India figures are 23.22 and 18.32 respectively) has resulted in a low birth rate which is 23.3. Tamil Nadu which comes a close second has a birth rate of 24.7 and in Punjab it is 28.5, while the all-India figure is 32.9.

Another critical factor which has enhanced the quality of life is life expectation. While the projected life span at birth for 1986-90 is 56.4 for men and 54.7 for women, right now in Kerala, the corresponding figures are considerably high at 67 and 68.1. In fact, it can be seen that the life span of women in Kerala is higher than that of men.

A common indicator, says the study of women's status and quality of life is mortality rate, including infant and child mortality. The national figure is 11.2 for men and 12.6 for women. In Kerala, it is just about half that figure at 6.8 for men and 6.3 for women. And in infant mortality, the State's figure at 33 deaths per thousand could well compare favourably with many developed countries. The national figure however, is 105.

Another crucial factor linking status and quality of life is health care for women, especially at child birth. In Kerala the respect for women's welfare is shown by the 1978 figures, according to which 146.2 per cent of the deliveries took place in hospitals and another 17 per cent was attended by trained medical practitioners. The corresponding all-India figures are a very low 14.2 per cent and 12.2 per cent.

Summing up, the researcher says that all these factors indicate that women in Kerala have a better access to social services and health care programmes compared to their counter-parts in other States. These factors in turn indicate the high status of women and the potential for raising their status higher.

—*Times of India*, Dec. 18, 1988.

### **Literacy Centres for Women Prisoners in Madurai**

The Department of Adult, Continuing Education and Extension of Madurai Kamraj University has started adult education classes for women prisoners of the Central Jail, Madurai. The classes were started on January 19, 1989.

There are 139 women prisoners in the special prison for women. Among them 40 are undergoing life imprisonment. Out of these 40, 4 are educated women, one is a graduate, the others have studied upto 7th or 8th standard. The adult education classes have been started for the illiterate women.

Before starting the literacy classes, a drama was organised to create awareness about the importance and need for education and how it would help them in their day to day life. It helped to motivate the women to the literacy programme.

The Department is also trying to find out whether illiteracy was a factor in their life to commit crimes.

### **CAEE, University of Kerala, Publishes Literature for Jan Shikshan Nilayams**

The Centre for Adult Education and Extension of the University of Kerala has brought out a kit of 12 books in Malayalam for promoting education among the masses. The books were released by the Education Minister of Kerala on January 4, 1989. The books have been recommended for use in the Jan Shikshan Nilayams in Kerala.

### **Nominations Sought for Houle Award**

The American Association for Adult and Continuing Education has sought nominations for the Cyril O. Houle World Award for Literature in Adult Education. Publications which contribute significantly to the field's advancement and unity and copyrighted in 1986 or later are eligible for \$ 1000 Award.

For this Award 5 copies of the publications and nominating letter describing how the publication contributes to the advancement and unity of the field can be sent to :

Professor Laurent Daloz, Adult Degree Option, Lesley College, 29 Everett St. Cambridge, MA 02138. The last date for nominations is July 1, 1989.

### **Literacy Symposium, Syracuse, U.S.A.**

A group of 20 literacy practitioners from Malaysia, Canada, Bangladesh, Nigeria, Yugoslavia, El Salvador, New Zealand, Tanzania, USA, Scotland, Bolivia, Australia, India, Sweden, Madagascar, Syria, China, England and Mexico participated in a literacy symposium, held in Syracuse, USA in October last year.

The symposium concentrated on the basic issues facing adult literacy practitioners.

What is literacy?

What are the origins of illiteracy? and

What can literacy education accomplish?

The participants were also asked to describe a model literacy programme that could withstand the type of critical scrutiny they had engaged in earlier.

**STATEMENT OF OWNERSHIP AND OTHER PARTICULARS  
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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. 50 No. 2

April-June 1989

**Fifty Years of Indian Adult  
Education Association**



**Towards Promotion of  
a Learning Society**



**National Literacy Mission  
The Perspective**



**Role of Mass Media  
in Promotion of NLM**



**Indian Adult Education Association**

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# Indian Journal of Adult Education

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## EDITOR

J.C. Saxena

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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, longer articles can be accepted. Mimeographed, Xeroxed or carbon copies will not be accepted. Manuscripts should be typed in double space, on one side, with a 2" margin on foolscap size paper. Footnotes and references should come at the end and not on every page.

Contributions and other correspondence regarding 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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## OUR CONTRIBUTORS

J.C. Saxena is former Deputy Adviser, Planning Commission and Hony. General Secretary, Indian Adult Education Association, New Delhi.

Lakshmidhar Mishra is Joint Secretary (Adult Education) and Director-General, National Literacy Mission, Ministry of Human Resource Development, Government of India.

S. N. Saraf is Vice-Chancellor, Sri Sathya Sai Institute of Higher Learning, Prasanthinilayam, Andhra Pradesh.

Ramlal Parikh is Vice-Chancellor, Gujarat Vidyapeeth, Ahmedabad.

Jagdish Singh is former Assistant Educational Adviser, Government of India.

M. R. Dua is Professor, Indian Institute of Mass Communication, New Delhi.

Lalita Ramdas is Coordinator, International Task Force on Literacy (India Office), New Delhi.

Savita Singal, Lali Yadav and Sudesh Gandhi are Scientist, Assistant Professor and Assistant Scientist respectively in the Department of Family Resource Management, College of Home Science, Haryana Agricultural University, Hissar.

C. Villi is Supervisor, 16-Point Programme, Area Development Programme, Department of Adult and Continuing Education, University of Madras, Madras.

David Henry Malamah-Thomas is Acting Director, Institute of Adult Education and Extra Mural Studies, University of Sierra Leone.

Kailash Chandra Kabthiyal is Research Scholar, Garhwal University, Srinagar and Arun Misra is Assistant Director, Department of Adult, Continuing Education and Extension in the same University.

## .....And Miles to Go !

The Indian Adult Education Association celebrated its Golden Jubilee Conference on May 22-25, 1989 at Himachal Bhavan Auditorium, New Delhi. The Conference was organised in a very befitting manner, in which over 300 delegates from various parts of India and fraternal delegates from Bangladesh, Nepal, Pakistan and Sri Lanka also participated. The Conference started on May 22 with a Literacy March from Rajghat to the Indian Adult Education Association Office, in which the delegates carried in their hands placards and banners and chanted slogans in various national languages all the way about eradication of illiteracy and promotion of Adult Education.

On this historic occasion the Indian Adult Education Association organised a number of seminars/symposia on :

- (1) National Literacy Mission
- (2) Adult Education in 1990's.
- (3) Adult Education for Women and Weaker Sections
- (4) Role of voluntary agencies/universities/colleges/schools under National Literacy Mission
- (5) Adult Education and International Understanding
- (6) Role of Jan Shikshan Nilayams as Community Education Centres
- (7) Adult Education for Democracy and Citizenship Education; and
- (8) Role of Political Parties, Trade Unions, Cooperatives in Adult Education.

The discussions in these symposia have yielded a wealth of information and ideas which will be presented to our readers in course of time.

We are thankful to the Vice-President of India, Prime Minister and other Central Ministers and Chief Executive Councillor of Delhi, Director-General, UNESCO, President and Secretary-General of International Federation of Workers' Educational Associations; Secretary-General, ICAE, Chairman, ASPBAE, Sub-Region I, Chairman, All India Committee on Eradication of Illiteracy among Women and other friends from India and abroad for their kind messages for the success of the Golden Jubilee Conference.

We are grateful for all those educationists, senior Government Officers, social and political leaders, men of letters drawn from the universities and public life, who contributed to the success of this Conference.

On this occasion, Shri L.M. Singhvi presented a portrait of our former President, (late) Dr. Mohan Sinha Mehta. The portrait was unveiled by Shri Vasant Sathe, Central Minister for Energy in the inaugural function.

The Association brought out 8 publications on this special occasion (seven in English and one in Hindi), in addition to a Golden Jubilee Souvenir in English.

On this historic occasion, the Indian Adult Education Association re-dedicated itself to serve the people of India in the great task of achieving functional literacy, promoting life-long continuing adult education and moving towards goal of achieving a learning society.

We are grateful to our members, both individual and institutional, from Delhi and other parts of India and also the delegates from far off

regions, who participated in the Conference. We are grateful to the Department of Education, Ministry of Human Resource Development for its grant of Rs. one lakh towards the expenditure of the Conference. We also thank the authorities of the Himachal Bhavan Auditorium, Delhi Public School, Indian Social Institute for helping us in the lodging arrangements of the Delegates to the Conference from outside Delhi.

We are grateful to Miss Seema Vishwanath for her scintillating dance performance in the cultural evening organised on 23rd May, 1989. We are also grateful to the Principals and teachers of Raghunath Arya Girls School for the participation of their students in the prayer songs and several items in the cultural programme. We are also indebted to the authorities of N.S.S. Unit of Delhi University, Mata Sundri College and Jankidevi Mahavidyalaya, whose students also participated in the cultural programme and made it a memorable occasion.

The Indian Adult Education Association will continue to promote the objectives for which it was set up in 1939 and in this noble task, the Association seeks the support and cooperation of its members and others interested in the welfare of the people.

### **Declaration**

The Declaration of the Conference sums up the decisions taken on this occasion.

Looking back on the fifty years of its work and performance, the Association feels gratified at the pioneering role that it has been able to play. There is an enormous deal yet to be done; this must be acknowledged. At the same time it is something to have promoted and developed the adult education movement in the country. This was the role that the Association gave to itself and fifty years of useful endeavour are a pointer to what has been accomplished and what yet remains to be done.

2. As defined on the occasion of its Silver Jubilee Celebrations in 1964, the ultimate objective of the Association remains to establish a learning society. Its two principal targets are the adults who have yet to be made literate and the continuing education of those who have already become literate though it is essential to expand, extend and update their knowledge and skills.

3. In order to achieve this objective, it is important to integrate programmes of adult education with the educational system in the country. This in turn has to ensure that the educational system is a part of the development plan of the country. The 1985-86 exercise of preparing a New Policy on Education (NPE) was a step in the direction. Some progress has been made but it is far from adequate in relation to the magnitude of the problem. In particular the NPE has yet to be integrated with the

planning process of the country. The 8th Plan now under preparation is being looked forward to with great hopes and expectations. If this Plan is able to genuinely implement the NPE, adult education would have made some progress.

4. As it is, a National Literacy Mission (NLM) has been launched and is making some progress. It suffers from two basic infirmities, however. One as already stated, it has yet to be integrated with the process of planning and, secondly, it is not exactly clear if all political parties are committed to it. The NLM has to go forward regardless of any political changes that may take place from time to time and as a movement to bring about the social and economic changes which have been talked about for four decades but not yet implemented.

5. What is called for is a reaffirmation of the commitment to adult education and, furthermore, to develop it into a people's movement. It is to be noted with regret that, so far, the mass media, and particularly the electronic media, have not yet played the role in this task that they can and they should.

6. While the establishment of Jan Shikshan Nilayams under the auspices of the NLM is welcome, two crucial steps need to be taken. One is to make the Nilayams community education centres and the second is to make the *Preraks* full-time agents of adult education and development. While doing so, full safeguards would have to be taken to ensure that the movement remains a people's movement and does not degenerate into a bureaucratic outfit.

7. The Golden Jubilee celebrated this year should be an occasion to do some introspection and at the same time chalk out a programme of action for the next decade or so. In order to do so, a think tank or some equivalent body should be established and a draft worked out. This in turn may be circulated to the institutional members of the Association and also other academic associations. When this Association meets at its annual meeting, it should be in possession of a well formulated plan of action so that the same can be considered and adopted on that occasion.

8. It should not be necessary to reiterate what has been stated ever so often by the Association. All programmes of literacy and continuing education have to help the deprived sections of the population to liberate themselves from the plight in which they find themselves and move towards a situation where objectives like the promotion of scientific temper, national integration, equality for women, observance of small family norms, conservation of environment and international understanding are emphasised. □

## Fifty Years of Indian Adult Education Association

Indian Adult Education Association is a national level voluntary organisation dedicated to the promotion of adult/non-formal education in the country. Starting in a small way, by a band of dedicated men and women of vision, a little over 50 years ago, the Association has been and continues to be, a pioneering institution in the field of adult education.

2. The Association owes its origin to the foresight and organised attempts of a few enlightend individuals who derived their inspiration from universities/associations abroad and found, in the organisation of the then existing sporadic attempts of various agencies and individuals in the sphere of eradicating illiteracy, a fertile ground for the development of an adult education movement in India. These pioneers founded the adult education society in 1937 to investigate the problems of adult education in and around Delhi, to explore methods solving it and to extend adult education work throughout the country. At this time the education movement in India had begun to make rapid strides with the assumption of office by the popular Ministries in the Provinces under the Government of India Act, 1935. Though a few adult education agencies like the Bombay Presidency Adult Education Association, South Indian Adult Education Association and Bengal Adult Education Association had been formed to coordinate and

extend adult education work in their respective areas, the need for a central organisation with branches/associates in different Provinces and States was increasingly felt to help in evolving suitable methods and techniques by experiment and research to act as a clearing house of ideas, information and experience, to coordinate adult education activities carried on in different parts of the country and above all to direct uniform progressive policy for the proper development of the adult education movement in India. At the request of some of its very active members, the Indian Adult Education Society took the initiative in organising the first Adult Education Conference in Delhi in March 1938 to confer and explore the possibility of bringing into being a Central organisation. A professional committee was set up in December 1939 when the second All India Adult Education Conference was held in Bhagalpur (Bihar) under the Presidentship of Dr. R.P. Masani from Bombay. It was at this session that the constitution of the central organisation was presented and finally adopted unanimously by the delegates to this Conference. Thus the Indian Adult Education Association was formally inaugurated as the Central organisation with the following aims and objects :

- a) To spread knowledge among the people of India on all subjects related to their all round development, welfare and culture in a popular and attractive manner through suitable agencies.
- b) To initiate, wherever necessary, adult education activities in co-operation with various organisations and individuals interested in the work and to encourage and coordinate local efforts and organisations engaged in promoting the cause of adult education.
- c) To serve as a "Clearing House" for exchange of ideas, information and advice concerning adult education in the different states of India.
- d) To cooperate with movements aiming at the removal of illiteracy and ignorance and promotion of the civic, economic and cultural interests of the people.
- e) To serve as a connecting link for inter-state cooperation and coordination.
- f) To prepare and supply, if necessary, slides, charts, films, booklets, suitable literature etc, and to undertake the publication of bulletins and journals.
- g) To arrange public lectures, demonstrations, seminars, etc. for furthering the objectives of the Association.

- h) To organise Indian Adult Education Conference and other meetings in furthering the objectives.
- i) To persuade the Universities and other educational bodies in the country to take up adult education work and to do all other acts that are incidental to the fulfilment of the above mentioned aims and objects of the Association.

3. Sometimes people judge the success or failure of the Association by the slow progress of literacy in India and the increasing number of illiterates due to rise in population and heavy drop-outs from Primary schools. They often forget that the objectives of the Association continue to remain very broad. At no time the Association had the means nor the manpower, to eradicate illiteracy from the country. It only focussed attention to this grave problem through seminars and conferences. It maintained that programmes of basic education for children and adult education should be undertaken throughout the country as they are mutually reinforcing and can lead to universal literacy in our country. The very first national seminar organised by the Association at Jabalpur in 1950 discussed problems of organisation and techniques for liquidation of illiteracy.

The Association continues to lend its support to official and un-official agencies in order to cooperate with movements aiming at the removal of illiteracy as stated in the objectives of the Association.

4. When we judge the growth of an organisation a glance at the 'numbers' becomes inevitable. Table below will indicate the all round expansion of IAEA during the last 25 years :

At the time of	Institutional Members	Life Members
1. Silver Jubilee (1964)	79	60
2. Golden Jubilee (1989)	225	815

The Association has engaged itself in organising Conferences, Zonal Conferences, Round Table discussions, Seminars and Workshops which have yielded a wealth of ideas for the benefit of the policy makers and planners and the implementors of the programmes in the country. Earlier, the main function of the Association was to mobilise public opinion in favour of adult education. After independence its main function was to help government formulate policies, programmes, of adult education, to coordinate the activities of the agencies and workers, official and non-official in the field, to act as a clearing house of ideas and information. This role of the

Association was recognised in the following words in the First Five Year Plan (1951-56) Document: "A common national platform where the various agencies can meet at intervals for mutual discussion—so necessary for evolving a common outlook and securing coordination of different agencies—is provided by the Indian Adult Education Association."

5. On this occasion, we remember with gratitude the leadership provided and services rendered by great stalwarts in the earlier years of the Association. Some of the prominent among them were, Dr. Zakir Husain (Vice-President of the Association for a number of terms), Dr. R.P. Masani, Prof. N.G. Ranga, Dr. Amar Nath Jha, Dr. S.R. Ranganathan, Shri K G. Saiyidain, Shri R.M. Chetsingh, Shri J.C. Mathur, Dr. V.S. Jha, Prof. A.N. Basu, Prof. M. Mujeeb, Shri S.R. Kidwai, Shri V.S. Mathur and Shri S.C. Dutta. Dr. Mohan Sinha Mehta provided dynamic leadership during his Presidentship of 16 years (1958-74). The present premises of the Association was built during 1958-61 through his guidance and Shri S.C. Dutta's efforts as General Secretary. Dr. Mehta was responsible for setting up the first department of Adult Education in the Rajasthan University, Jaipur of which he was the Vice-Chancellor. He convened the Conference of Vice-Chancellors of Indian Universities, in Bhopal in 1965 where Dr. Mehta and Dr. V.K.R.V. Rao guided the deliberations of the conference and mobilised Universities for Adult Education. Later, I.A.E.A. was responsible for the setting up of Indian University Association for Continuing Education (I.U.A.C.E.) of which Dr. M.S. Mehta and Shri S.C. Dutta became the President and Hony. Secretary respectively. The Association rose to great heights under the inspiring leadership of Dr. Malcolm S. Adiseshiah who became President after Dr. M.S. Mehta. During six years of his Presidentship Dr. Adiseshiah built valuable foreign contacts. We remember with gratitude the valuable services rendered to the Association by Dr. S.C. Dutta during his Secretaryship (1956-78), Treasurership (1984-86) and Presidentship (1987). He was connected in one capacity or the other with the Association right from the beginning till his death on Dec. 4, 1987. It may be stated here that all subsequent Presidents/Secretaries/Treasurers and Members of the Executive Committee have drawn inspiration from these stalwarts and served the Association to the best of their ability. The Association's membership and activities increased immensely in 1980's.

### **The Pioneering Role of IAEA**

6. In the early days, the Association strove to create public opinion on the need for a public policy on adult education and to mobilise support from the Government and other public institutions for the movement. Today, with adult education recognised as an essential process of national reconstruction, the Association is concerned with making that process purposeful and effective. The Adult Education movement in the country

began as a part of the nation's struggle for freedom. It now forms as part of the nation's quest to give that freedom meaning and significance. The people in India are now in the process of learning to find through Adult Education, their well being and happiness.

7. The Indian Adult Education Association made several representations to the Central and State Governments for the constitution of National Board of Adult Education and its counterparts in the States. At long last, the Association succeeded when then Ministry of Education at the Centre constituted a separate National Board of Adult Education representing several ministries and departments from the Centre and States, important educationists, social workers including the President of the Indian Adult Education Association.

8. The efforts made by the Indian Adult Education Association right from its inception, for the appointment of separate functionaries in the Department of Education, for looking after programmes of adult education, were not conceded at first but later provided a token staff—first at the Centre and then in some States. It was heartening to note that when National Adult Education Programme was launched in 1978, adequate administrative structures were built at the State, district and project levels.

9. Some of the leaders of Indian Adult Education Association were drawn from the ranks of workers organisations and therefore, they emphasised workers education. Consequently several programmes of workers were carried out in the 1940's and 1950's. An important Seminar was organised by the IAEA in 1956 in Calcutta to examine the whole gamut of workers' education. It included a recommendation to the Government of India for setting up an agency for workers' education in the country. Consequently a Central Board for Workers Education was set up the Ministry of Labour and the Indian Adult Education Association has been represented on this Board right from the inception of the Board. The Central Board for Workers' Education is now a large organisation with its zonal and regional offices and unit level organisations. It also has got an Indian Institute of Workers' Education located in Bombay which organises training programmes round the year.

### **Annual Conferences and Seminars**

10. The Association has organised 41 Annual Conferences and about four dozen national level seminars and a large number of Regional Seminars. These Conferences and Seminars attracted the participation of administrators, academicians, social workers, field workers, drawn from the Governments at the Centre and the States, trade unions and voluntary organisations, universities and colleges. These Conferences and Seminars provided a forum for exchange of ideas and information and pooling of

experiences. These also helped in clarifying new ideas and most often their recommendations helped in policy formulation and guided the field workers in the implementation and organisation of adult education programme.

11. The Conferences provided leadership and new concepts in this newly developing field of education called the oldest as well as the newest form of education.

### **Publications**

12. In pursuance of the objectives of the Association, the Association brings out an English Journal of Adult Education, which was earlier monthly but made quarterly in 1987, a monthly called "Proudh Shiksha" in Hindi, a monthly Newsletter in English and a Hindi monthly "Jago Aur Jagao" for the benefit of new literates. "Jago aur Jagao" was initially started with assistance from UNESCO.

13. These Journals held a record in continuity because the mortality rate of education journals and particularly journals of adult education is very high all over the world. It is a matter of great satisfaction that the Indian Journal of Adult Education has been making its appearance regularly during the last 50 years. It is mailed out to over 80 countries in the world.

14. The Association has brought out many books in English and Hindi for the benefit of practitioners of adult education and field workers. Many of the UNESCO publications were translated into Hindi in order to make available to field workers, the results of studies made by UNESCO experts.

### **Projects**

15. The Association has undertaken a number of experiments and pilot projects. Several training programmes were organised from 1948-1951 for social education workers in rural as well as urban educational areas. The syllabus of social education workers, training courses of the earlier community development programme were mostly drawn upon this experience. Later the Association in collaboration with International Federation of Workers Educational Associations (IFWEA) and with the financial assistance from UNESCO organised a training course for workers' education in 1960-61. With the financial assistance provided by the Central Board for Workers Education (CBWE) the Association has been organising workshops and seminars regularly for the benefit of workers. From time to time, the Association organised literacy centres on experimental basis. It is launching 100 literacy centres, 80 for women and 20 for men in a resettlement colony, Himmatpuri in East Delhi this month.

## **Correspondence Courses**

16. The Association organised correspondence courses for workers in Hindi. For the benefit of workers, courses on "Collective Bargaining" and "Trade Unionism" consisting of 24 lessons each were organised.

## **Condensed Courses for Women**

17. In the past, the Association conducted Condensed Courses for Adult Women with the help of the Central Social Welfare Board. At present also the Association is conducting a project "Awareness Camps for Women" with assistance from Central Social Welfare Board.

## **Training**

18. The Association accorded a high priority to training programmes for various types of functionaries engaged in adult education. The Association obtained the cooperation of experts from the ranks of its own members, official and non-official agencies to do this job. These training programmes were conducted in Delhi and several other places in India. The Association also organised training workshops for writers to prepare appropriate literature for the neo-literates. With the advent of National Adult Education Programme, the size and dimension of these training programmes increased. Further impetus was given to this activity of the Association by the ASPBAE co-operation received during 1985-87. The Indian Adult Education Association is grateful to its members—both individual and institutional who helped it in carrying out these training programmes in different parts of India including tribal and hilly areas. Most of these training programmes are area-specific and group-specific and participatory in nature.

## **Research**

19. The Association has undertaken a number of research studies, some on its own and a few with the collaboration of other agencies. Some of the research were evaluative and others were survey-type. The Association in collaboration with the research, training and production centre of the Jamia Millia Islamia carried out a research study on Adult Schools. With the financial support of UNESCO, the Association conducted jointly with Jamia Millia Islamia two studies on Literature for Neo-Literates in Hindi and two Mobile Exhibition Literature for new reading public. The Association carried out a study on the impact of television in collaboration with the National Fundamental Education Centre (which later became the Directorate of Adult Education, Govt. of India). A study on Rural Leadership was conducted and a survey of libraries in Punjab and Himachal Pradesh was undertaken. The Association carried out an evaluation of

social education work in Delhi in 1957-58. A survey of cultural organisations in South East Asia was also undertaken on behalf of UNESCO. The Association brought out a directory of social education organisations in 1948 and later in 1958-59. Several Research Studies were undertaken during 1960-80. In 1982-83, the Association carried out two important researches :

1. Research on Research which includes a study of the M. Ed, M.Phil. and P.hd. dissertations on the subject of Adult Education in Indian Universities, also gives future trends of Research; and
2. Reading needs and interests of Neo-literates and the levels of literacy achievement.

These studies were carried out with the help of Friedrich Ebert Stiftung, West Germany.

20. In honour of our late President, Dr. Mohan Sinha Mehta, a research fellowship was instituted in 1986. It is awarded every year to an individual to carry out a research project. Two such projects have been completed.

#### **Cooperation with others**

21. The Association from its very inception has been cooperating with agencies—both official and non-official in the task of promoting and developing suitable adult education programmes and policies. Representatives of the Association and its leading members have been connected with various Governmental Committees and have drawn up plans for adult education in the country. The members of this Association have served with distinction on the Central Advisory Board of Education and its Standing Committee on Social Education, the Panel for Social Education set up by the Planning Commission, Central Board for Workers Education set up by the Ministry of Labour and Employment, Television Committee set up by the Ministry of Information and Broadcasting, the National Advisory Committee on Public Cooperation set up by Planning Commission and Social Education Committee of Union Territory of Delhi set up by the then Ministry of Education. Some of the office-bearers and prominent members of the Association have presided over the working groups on adult education set up for Five Year Plans by the Planning Commission while many of them have been members of such groups.

22. The Association was actively involved in the establishment of India Literacy Board (Lucknow) in 1954. The then President of our Association, Dr. Amarnatha Jha was its first Chairman and the then Hony. General Secretary, Shri S.C. Dutta had been a member of the Board and its

Executive Committee for a long time. A former President of the Association Dr. M.S. Mehta was elected Vice-Chairman of the India Literacy Board which runs the Literacy House founded by Mrs. Welthy H. Fisher. Several State departments of education/adult education, Universities and Colleges and voluntary organisations are institutional members of the Association. Institutions like Gujarat Vidyapeeth, Bombay City Social Education Committee, Bengal Social Service League, Karnataka State Adult Education Council, S.R.C. Jamia Millia, Rajasthan Vidyapeeth and a host of other university departments of adult and continuing education and extension are our members. We are very proud of them for their good record of service in the cause of adult education, at the grass-root level. The Association has fostered the growth of State Associations and Regional Institutions for Adult Education, many of which are making a valuable contribution to the adult education movement in the country.

### **Literacy Awards**

23. The Indian Adult Education Association instituted the "Nehru Literacy Award (N.L.A.)" in 1968 for outstanding contribution towards the promotion and development of literacy among men and women in India. In 1987, the Association instituted "Tagore Literacy Award" for outstanding work in the promotion of literacy among women. So far 20 Nehru Literacy Awards have been given—18 to individuals, who rendered outstanding services to the cause of literacy in India and two to voluntary organisations with a record of literacy efforts. So far two Tagore Literacy Awards have been given. These are selected from a panel of names recommended for the purpose by the members of the Association, the State Education and Development Departments and voluntary organisations or institutions in the field of adult education and adult literacy. The selection of the awardee is made on an yearly basis by a committee consisting of Chairman and four members appointed by the Executive Committee of the Indian Adult Education Association. The awards are made for (i) literacy work among adults; (ii) follow-up work for neo-literates; (iii) continuing education work; and (iv) organizational/supervisory work. These awards are announced on the International Literacy Day i.e. September 8 every year.

### **Dr. Zakir Husain Memorial Lecture**

The Association organises Dr. Zakir Husain Memorial Lecture every year to commemorate his distinguished services to the cause of education and enlightenment and his close and intimate relationship with the Indian Adult Education Association. Dr. Zakir Husain Memorial Lecture is delivered at the request of the Association by an eminent educationist on the occasion of the annual conference of the Association. So far 17 lectures in

the series have been delivered.

### **International Contacts**

24. The Association has built up fairly extensive international contacts. It is affiliated with the International Federation of Workers' Educational Associations (IFWEA), International Council for Adult Education (ICAE), Asian South Pacific Bureau of Adult Education (ASPBAE). We are proud of the role of our two former Presidents, Dr. Malcolm S. Adiseshiah and late Dr. S.C. Dutta in the formation of I.C.A.E and A.S.P.B.A.E. respectively. Both of them were the Founding Presidents of these two important international organisations. We are happy to welcome representatives of I.C.A.E. and A.S.P.B.A.E. who are present today with us. The Association continues to maintain contacts and exchange of information with World Education Inc., New York, Adult Education Association of U.S.A., Canadian Association of Adult Education, German Adult Education Association, Australian Association of Adult Education, New Zealand Adult Education Council, Social Education Association of Japan, the World Confederation of Organisations of Teaching Professions and African Adult Education Association, Commonwealth Association for Education and Training of Adults and a number of agencies and institutions in other parts of the world. The Association in collaboration with South Gajarat University organised a Conference of Adult Educators from Commonwealth Countries at Ukai Dam (Gujarat) in 1987, which led to the formation of the Commonwealth Association for Education and Training of Adults (CAETA). The Association readily agreed to collaborate with UNESCO in the launching of International Literacy Year in 1990. When I.C.A.E. set up International Task Force on Literacy in Canada, they set up a Regional Office in South Asia which accounts for the greatest share of illiterates of the World. The Association at the request of Dr. Budd Hall, Secretary General, I.C.A.E. offered space in its own premises to I.T.F.L. office in the region. All possible help and support is being extended to I.C.A.E., A.S.P.B.A.E /I.T.F.L. and other agencies in the promotion of the common objectives of eliminating illiteracy and expanding knowledge, understanding, cooperation and goodwill. The Association received guidance and support from UNESCO right from its inception. Several projects were carried out with support from UNESCO.

### **Introspection**

25. At a meeting of members of the Association from Delhi convened by us on 24th April, 1989, a valuable suggestion was made about setting up a small group of 5 or 6 eminent members of the Association to examine in depth our achievements and failures in the past 50 years and to suggest new goals and approaches for the coming decades so that the

Association fulfils the tasks undertaken by it. Action has been initiated in this regard.

26. At the time of our Golden Jubilee, we find ourselves at the cross-roads of history. We face the challenge of poverty and illiteracy. Our first concern today is to make India literate and use literacy as an effective tool for social and economic transformation. The implementation of current anti-poverty programmes will be considerably assisted if people become literate. Also the consolidation of newly acquired literacy will keep the people above the poverty line once they come above it.

27. On this historic occasion, the Indian Adult Education Association dedicates itself to serve the people of our country in the great tasks of—

- i) achieving universal functional literacy,
- ii) promoting life-long continuing adult education,
- iii) moving towards the goal of achieving learning society,
- iv) assisting all anti-poverty programmes and ensuring that the benefits reach the people for whom these are meant,
- v) raising the social and economic status of the people, particularly of women, and weaker sections of society, scheduled castes and scheduled tribes,
- vi) improving general awareness, upgrading skills and general well-being of the people,
- vii) promoting,
  - a) scientific temper
  - b) national integration
  - c) conservation of environment
  - d) women's equality
  - e) observance of small family norms
  - f) international understanding.

28. The Indian Adult Education Association, after 50 years of devoted service to the cause of adult education and adult literacy in India, can be proud of its past accomplishments and can move forward into the future with even more vigour and optimism. □

## Towards Promotion of a Learning Society

It was 8th April, 89—the new year day for Rajasthan—a day of festivity and rejoicing. The sun had set. It was a long and winding journey through the sandy track of village Bhadaunda Kala in Chidawa Panchayat Samiti in Jhunjhunu District. The occasion was visit to one of the Adult Education Centres located in the harijanwada at an extreme corner of the village. Of the 35 learners in the Centre, 24 were above 20 years of age and the remaining were children in 10+ age-group,

Normally, the centre is meant for persons in 15-35 age group which is expected to represent the most productive age group in the country. It was natural, therefore, for me to ask as to what made the young boys and girls to attend a night school meant for adults. The answer is the burden of this story.

Majority of the learners belonging to the SC Community were from the category of landless agricultural labourers. Some of them also work as building and construction workers. Simple and free of guile; they represent one of the finest specimens of humanity. Their average earnings range between Rs. 15 to Rs. 20 per day. No other crop is grown on the sandy track except bajra which constitutes the staple food for majority of the people. It is used for breakfast, lunch and dinner. About 15 qls of bajra would be annually needed for consumption for a family of 5 members. Due to successive years of drought (till 1987-88), there was a failure of this crop leading to semi-starvation conditions. On account of the harsh geography and topography characterised by sprawling desert tracks coupled with a tradition bound society, schooling of children (and particularly of girls) seldom occupied high priority for the parents. Besides, all 33,000 villages of Rajasthan do not have primary schooling facilities. Even in those villages which have a school, the distance of the school from the harijanwada is such that parent do not feel naturally inclined to send their children to the school. The environment in the school does not somehow appeal to them, it does not conform to their immediate needs and interests. That, however, is not the real reason for not sending the children to school. This stems partly from conditions of acute poverty and partly from their deep attachment to and concern for the livestock which needs to be tended. And who will tend them when men go to the field for agriculture or for other subsidiary occupations and women remain busy in household chores which also compel girls to stay at home. The boys, therefore, are left to be sent to the field to tend the livestock i.e. the cattle, the sheep and the goats of which every rural Rajasthani household is proud.

And they leave home in the early hours of the morning with their herds of sheep and goat. They remain in the field for the whole day. As the herds of animals start chewing and ruminating the kejrri and bubul leaves, these boys gaze at the clear sky in a vacant and pensive mood. Occasionally, they cover their face with a wet gamcha (towel) to protect it from the onslaughts of andhee i.e. sandstrom and occasionally, they relish the bajra cake sent by their mothers. It is a gruelling test of physical stamina. It is also a supreme test of survival amidst "The slings and arrows of an outrageous fortune".

Years roll by. The rough exterior goes on roughening more and more. The rough surface which represents flowerlike innocence and serene calm gradually turns into a rough exterior. It gets toughened further by the arrowlike sweep of desert sands. It hides a scar within, which is deep and penetrating. The petals of boyhood fall before maturing into the full bloom of youth and manhood. A sense of futility sets in. The spectre of worthlessness haunts them though they cannot express it. It numbs them, stifles initiative and creativity and reduces them to the level of a non-being.

This is nothing short of a deep psychological and emotional trauma. The trauma deepens as they return home, fatigued and devitalised. There is hardly anything lively or inspiring at home. Pangs of penury and deprivation stalks the landscape as much as it pervades their home life. The unsparing money-lender and his wily machinations for recovery of loan/debt/advance taken by the hali in extremely difficult and indigent circumstances instil into everybody's heart and mind a sense of awe and helplessness.

It is in this background that the young boys, the rearer of sheep and goats find their parents going to a night school opened for them in the village. A strange desire is kindled in their mind to join their parents. The desire deepens and so also the quest, the urge and the inquisitiveness. A vista of new experience opens up before them. Hitherto they have been deprived of the opportunity for learning. And now they find their parents want to learn. Why not they? The *Nachiketas* in each of them is fired with a new passion, a new urge which was hitherto latent and had almost started languishing.

But how does the teacher deal with this brand of un-canny seekers of the new path? How does he diagnose the trauma or the scar which had been deep set over years of deprivation and negligence? How does he provide a healing touch? How does he set in a process of emotional and psychological rehabilitation?

The answer to these complex issues is not easy. The teacher will have to diagnose the ailment, the scar and the void pervading the life of the wastrel for years and will have to design the therapy all by himself. After all, the teacher may not be very much different from the pupil. He comes from the same milieu, the same strata of the society. His own life pulsates with the same joy and sorrow, the same laughter and tears.

Dealing with adults and children in the same class together is a complex phenomenon. Normally, the adults unlike children are not inclined to accept anything and everything instantly which is told to them. They would question, analyse, interpret and accept something only after discriminating between the right and the wrong, the important and unimportant, the immediate and remote. Not so is the case with children who are used to a culture of acquiescence, submissiveness and who ordinarily cannot single out the pairs of opposites which affect their lives.

The scenario witnessed by me at Bhadaunda Kala was somewhat different. The young and the old are indistinguishable in many ways except in physical form. The young are fatigued but inquisitive to learn. The old through years of hard manual labour are drained of their vitality, are weary and worn, withered and forlorn. The laughter in them seems to have died out. They seem to have almost given up the battle of life. But they at the sametime are free of guile and pretension, are as open as nature itself.

This poses a very delicate and difficult problem before the teacher. On the surface, he deals with two different groups who on account of poverty, mal-nutrition and fatigue factor almost appear to be the same but who in real life are very much different. He has to be conscious of this difference and design different methodologies appropriate to the needs and perceptions of the clientele. He has to bring himself down to the level of a teenager and the very next moment he has to elevate himself to the level of the adult. The two facets of his personality one for the young and another for the old will have to oscillate like a pendulum without their basic identity. In other words, the teacher will have to be adept in the art of orchestration without loss of originality, a process considered extremely difficult and not easily attainable.

The question is : do we have such human resources? How do we identify them? What type of orientation and training do we impart them? Can training make a very big difference in infusing the art and culture of orchestration into the personality and psyche of the teacher?

These and many other complex issues will have to be answered as we proceed on the extremely tenuous path of adult education. It is a long and winding one, as long and winding as the sandy tracks of Rajasthan desert. It calls for infinite patience and counselling. And more than anything else, it calls for a spirit of fellow-feeling, of bonhomie, of empathy and sensitivity to the plight of others.

In order that the entire exercise makes some sense to the lives of millions of such kids who unlike their counterparts in the better placed sections of the society did not have access to something which is most desirable, the teacher must set in a process by which the learners are able to critically reflect on the existential reality of the situation in which they have been helplessly placed. Who are they? Where have they come from? What forces or factors have led them to their present predicament? Are they aware of these forces or factors? Can they identify them? Do they have the strength, the skill and the wherewithal to deal with them? If not, how do they overcome the hurdles? How do they eventually overpower their adversaries? Yet another and quite intriguing question which will have to be answered is : How do adult educators know what the adult learners want to learn? Can we assume ourselves in their position to have a correct understanding of what they have, what they do not have, what they know and what they do not know?

These and many other questions will arise as we proceed further. The teacher should not merely help the learners to identify the problem, the forces and situations, he should enable them to find the solutions as well. In answering the last question, I would like to state that this is the inevitable corollary of a situation where many of our unfortunate fellow-beings are unable to exercise the correct option or discretion for themselves and their family members. They often do not know what they ought to know and in acute distress situations they do not know. In such a situation, we have to 'throw off our mantle' (in the words of Rabindranath Tagore) and come down to the dusty earth where those of our unfortunate fellow-beings live, identify ourselves totally with their weal and woe, exercising the option or discretion (for them) which would be in their best interest, without any axe to grind for ourselves.

In order that they are enabled to find solution to their own problems, the teacher must make them sit in one circle and he must sit alongwith them. He should then make them pause and think. He should enable them to form groups. He should facilitate the process of the participating in the affairs of many. This is teaching 'unity is strength' through adult literacy. This is translating the participative decision making process into a reality.

Illiteracy is not a fatality; it is not pre-ordained. Nobody is born illiterate; illiteracy is nobody's choice or making. Illiteracy is just the product of time as much as poverty, destitution and bondage are and it is curable and correctable. An illiterate is just the victim of a situation; she/he did not have the opportunity of going to school at the tender, formative

years of life or having gone to the school dropped out of the system not of his own violation but on account of inscrutable social and economic compulsions. She/he grows up to adulthood and remains an illiterate; cut off from the rest of the world without access to the print media, without access to the world of information, communication and skills. Illiteracy, therefore, was not his/her own making; it was the outcome of forces beyond the control of the illiterate. All or any one of us could have been the victim of that situation. Illiteracy, as a phenomenon is, therefore, not to be condemned or pitied but viewed with empathy and sensitivity, has to be squarely encountered with grit, patience, determination and resolve.

Illiteracy is a growing phenomenon and unless nipped in the bud is likely to grow further and pose a menace to development, to human evolution and growth. Eradication of illiteracy requires many things such as a good and stable learning environment,—good infrastructure for production of well visualised and well illustrated teaching learning materials which are of direct interest and relevance to the lives of the learner and training, resources human, material and financial. And all this will make sense if there is simultaneous planned and determined effort to bring about a qualitative reform in the social, economic and political system, a reform which will bring about a perceptible change in the working and living conditions of the people. But more than anything else, eradication of illiteracy will not be possible or the efforts will not produce the desired results without few basic attitudinal changes. Illiteracy is an inequality phenomenon and, therefore, its eradication must be prompted by consideration and respect for the culture of equality. All men are not equal. They are born differently; they grow differently and live differently. They have different genetic and anthropological background, different traits and characteristics. These mould their thought process and life-style differently. This difference cannot be obliterated; it can at best be minimised or harmonised. Making an illiterate alphabetically and functionally literate is a part of this harmonisation process and this will be possible only if those who are wedded to literacy promotion efforts are also committed to the culture of equality.

The second is treating the illiterate adult with dignity and respect as a human being. An illiterate adult is not a goof; she/he is intelligent, sensible and mature. The only missing link is that she/he does not have access to the print media and lacks, therefore, an easy access to a wider world of information, communication and skills. An illiterate person more than anything else is also a human being, the finest and the best in creation. And every human being has her/his own frailties and deficiencies. They are partly inherited and partly acquired. Literacy promotion effort like any other promotional effort must take cognizance of this basic fact that

genuine concern for a human being, for his failures and limitations, brings in a new type of energisation, motivation and mobilisation.

Today those of us, who are in the literacy movement, are dealing with a situation which is at one complex, formidable and also unenviable. This is on account of the fact that unlike in Cuba, Nicaragua and Burma, we are trying to promote literacy as an integral part of development process. In those countries, there was a revolutionary change in the social, economic and political system and literacy was an offshoot of that change. It was facilitated by the change. Ours is, however, an altogether different case. We are also committed to bring about change but through peaceful and constitutional means. And we treat converting an illiterate into a literate as a part of that process of change. Such a process, according to our thought and culture, is gradual. Literacy by itself, may not instantly lead to removal of landlessness and bondage, better employment, better wage, better quality of life; it will need to be supplemented by a host of other efforts. But merely because those efforts are wanting, we cannot postpone literacy promotion efforts. For us, it is not one or the other but both and simultaneous. This is because of the sheer magnitude of the problem and the long time span which is involved. And ours is a sub-continent, much larger in size than Burma, Cuba and Nicaragua. Our problems are also different in their range, magnitude and complexity. There is not one language like in Burma but 1600 languages and dialects. There is not one but a large number of ethnic groups. There is not one but many agroclimatic regions. There are wide socio-cultural variations and practices. There cannot, therefore, be any homogeneity, far less of any uniformity. And no region or no dialect or no cultural variation can be ignored or belittled. A variety of tools, techniques and methodologies as may be appropriate to a particular region or situation will have to be thought of and applied. This is what makes the task most arduous and daunting. This calls for patience, fortitude and hardwork. This calls for determination and dedication. This calls for tolerance, catholicity, compassion and equanimity. It should be remembered that there is no other soft option left. By no stretch of imagination, we can allow this sub-continent of ours which was once the light of Asia and the cradle of civilisation and culture for the whole world drift into a nation of world's largest number of illiterates by the turn of the century. But literacy for the teeming millions who want to read and write and yet who have been deprived of the opportunity thereof at the formative years of their life must be imparted in a normal, natural and unaffected milieu, with love, kindness, understanding and commiseration. It will then be something different from alphabatization. It will be a union of 2 hearts and minds which Paulo Freire depicts in a somewhat different language as 'reversal of the role of the teacher and the taught'. □

# National Literacy Mission— The Perspectives

## Introduction

The establishment of National Literacy Mission, following the need for achieving national target of eradicating illiteracy among 100 million in the age-group 15-35 during the period 1985-1995 (Seventh & Eighth Plans), as laid down in the Programme of Action, 1986, is a welcome and historic step. The Seventh Five Year Plan (October 1985) had stated that "the task of covering all the illiterates in the age-group 15-35 years by 1990 is a formidable one". The National Education Policy (1986) stated: The whole Nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age-group". In view of the current national literacy scenario, several inadequacies of various literacy programmes, implemented by various agencies, highlighted by numerous evaluation reports and the immensity of the tasks ahead, the National Literacy Mission has to face a number of challenges. The objectives laid down for the Mission are both laudable and achievable, provided there is a clear perspective and an earnestness to learn from the past successes and failures and the right kind of leadership is provided throughout.

2. *Literacy Dilemma* : In a non-literacy milieu, literacy has no hope to develop and then to survive. It would not be incorrect to say that this has been the brief history of literacy in India. Literacy was never a political time bomb. Many attempts in the past forty years have produced results which are not commensurate with the immensity of tasks. Without being a prophet of doom and basing *estimates* on the existing trends and new policy initiative, tentative *projections* about literacy growth till the end of 2001 are shown in Table 1.

Even in 2001, cent per cent literacy target may not be achieved. One would not like to live to see these projections coming true. In a sense the Education Commission's 1964-66 prophetic vision may become a reality because the programme of free universal education has not been able to catch up to the extent which it was visualised nor is any programme of mass campaign of eradication of illiteracy on the cards.

TABLE 1

**Population and Literacy rate 1951-81 and 1991-2001 projections**  
(Absolute figures in millions)

<i>S. No.</i>	<i>Year</i>	<i>Population</i>	<i>Literates</i>	<i>Illiterates</i>	<i>Percentage literacy</i>
(1)	(2)	(3)	(4)	(5)	(6)
1.	1951	356	60	301	16.1
2.	1961	445	106	333	24.1
3.	1971	548	161	387	29.4
4.	1981	633	244	439	36.2
5.	1991	840	378	462	45.0
6.	2001	1000	600	400	60.0

The recently launched National Literacy Mission has fortunately set the goals clearly but achievements may not be according to expectations. Millions have suffered and will continue to suffer the indignity of illiteracy and their numbers have been growing—the last decade of this century will be crucial. These millions are the poor, the deprived, the backward and the socially weak and depressed, who are below the poverty line and have been 'left out'. Geographical distribution of universal illiteracy in India is practically co-terminus with the areas which, by and large, are under-developed and poverty-stricken. Social and economic growth, by and large, has taken place in areas which are not educationally depressed.

3. *Basic Education of Poor* : The emphasis on elementary and adult education as important components to improve the social conditions of the under-privileged and exploited sections of the community, will have to be noted by educationalists as positive incentives providing an excellent opportunity to make education an important factor in development. Appropriate basic education enables the majority of the poor, in both rural and urban areas, to lead productive lives and to benefit from social and economic development of the community. Moreover, the effectiveness of higher levels of education depends on the completion of the basic level. With the initiation of the National Literacy Mission in 1988 it seems that a new leaf has been turned. The implementation of the Programme, will depend on the extent to which literacy planners and administrators have learnt from previous experiences. The repetition of the same old bottlenecks, lack of preparation, absence of functional materials, low rate of motivation, inadequate response from development agencies, indifferent quality of teachers, supervisors and other personnel, slipshod training programmes, non-involvement of media as a support and bureaucratic delays have to be avoided.

All these are man-made. For the first time, money seems to be no problem though the national planners have started asking questions about the 'results', 'impact', 'outcomes' and what not. The resource constraint seems to be haunting almost every sector of development. They are entitled to ask these questions because financial resources for developing countries will continue to be a major constraint and educational reforms with minimal or negative returns will have no chance for inclusion in plan priorities.

4. A time has come to pause and think. Can the various bottlenecks be removed? In other words, can the literacy milieu (climate) be improved when there are many pulls and pushes in a contra-direction? Will the present priority to adult education and literacy continue in terms of allocations and in having place of pride in the Education Plans? Even if the priority continues will the country wake up to the realization that literacy is a condition precedent for redistributive justice and economic growth? These are various segments of the literacy milieu we have been talking about. At this crucial stage of implementation, there are some major issues which the planners and managers of literacy in India have to bear in mind. These issues and conclusions are briefly discussed.

5. *Intensity*: The accent has to be intensive. Bulk of illiteracy in all the age-groups and particularly in the age-group 15-35 is confined largely to about 173 districts located in educationally backward states. These districts form over 75 per cent of the total number of districts in the educationally backward states leading to the inevitable conclusion that the actual battle will have to be fought in these areas. If all-out efforts are made to *eradicate* illiteracy in these districts during the next 10 years, the back of illiteracy will be broken. It is no intention to propose that other areas should be neglected—that would be a retrograde step—but to suggest central government's positive discrimination in favour of these areas by applying the famous 'equalisation' principle which was recommended by the First Finance Commission (1952) for promoting primary education in the then nine educationally backward states. Unfortunately, while accelerated and specific grants were given to these states for expanding primary education there was no mechanism provided that the grants do promote the proposed intention. In other words, there was no monitoring of the programme. Equity and justice demands that in these deprived areas, districts are fully supported and all kinds of technical and professional assistance provided. A massive technical assistance programme, for a specific period, with an accent on monitoring of the programme, is to be visualised. This approach seems to be inevitable.

6. *Joint strategy for literacy and universalization of elementary*

*education* : The universalization of elementary education should reinforce the literacy activities in about 170 districts in the educationally backward states. Over 70 per cent of the non-enrolled children in the age-group 6-14 are in these districts. Perhaps a further scrutiny of the district-wise data may indicate that there is absolute correspondence between the backwardness in literacy and low rate of enrolment ratios at the elementary stage of education. Further projections indicate that by 2001, 10 out of 100 children in the age-group 6-14 may not be enrolled (how many will be attending can be anybody's guess) in schools and 20 out of 100 persons in the age-group 15-35 will still be illiterate. These estimates, however, seem to be optimistic assuming that the present trend will continue. This dual dilemma illustrates the close relationship between the failure of elementary education as a direct cause of literacy backwardness or vice-versa. If universal literacy in the age-group 6-35 is sought to be achieved, say even by 2001, the educational system, to borrow the current Chinese phrase, will have to walk on two legs—elementary education and adult literacy. The two are inter-connected for several reasons. An audacious development of elementary education is not only relevant to the task of achieving the goal of universal elementary education alone, it is closely related to the campaign against illiteracy as well. One significant reason which planners of developing countries have to note seriously is that after reaching a coverage of about 65 to 70 % of elementary school enrolments the growth curve tends to slow down considerably—it becomes almost a plateau—because the population, which is 'resistant to education' begins to be reached. It is here that adult literacy helps to change the milieu in favour of non-enrolled children who may otherwise go on adding to the ranks of illiterates and the vicious circle will ever grow. The other correspondence between the two is provided by the fact that greater the retention rate of elementary schools, lesser will be the incidence of illiteracy. For instance, at the primary stage, Classes I-V, in India, the retention rate during 1951-71 has increased miserably from 33.1 in 1950-51 to 36.8 in 1970-71. The position at the middle stage of education (Classes VI-VIII) is much worse. The retention rate there does not exceed 22 per cent. If all those who are enrolled in Class I could be retained for all the subsequent five years of schooling, the problem of adding to the illiterate population would automatically evaporate. In spite of a number of incentives and many financial inputs, which may be difficult now to provide at the same rate as in the past, it would be difficult to achieve the miracle of cent per cent retention. The Fifth All India Educational Survey, September 30, 1986, published recently by the NCERT, New Delhi, confirms that the hard core of children not enrolled or dropping out from school is from the scheduled castes and tribes. These tend to be the children of landless labourers and urban slum dwellers. The Fifth Survey also indicates the gross enrolment ratio at the elementary stage in 1986 was only 77 per cent. The attendance

ratio may not be more than 55-60. In this context, bold experiments of past-time non-formal education, multiple-point entry and non-sequential system of elementary education will have to be initiated, pursued, promoted and a bigger dose of these innovations applied. Above all, a joint strategy will have to be evolved between the planners of elementary education and literacy to make a dent on this problem within the next ten years. This would necessitate the need for joint planning—the two programmes are complementary and should not be treated separately. The two legs must walk together in unison ; walking on one leg alone is always strenuous, time-consuming, and frustrating. That is what is happening in India.

7. *Accent on experimentation and innovation* : No single method, experience has indicated, can be suggested to solve all the problems connected with illiteracy. Even within the Indian context, many experiments can be cited which have contributed to the evolution of new approaches and methodologies. As part of the creation of literacy milieu, different kinds of experimentation and innovation, which are problem-solving need to be encouraged. Different sets of solutions are required for different kinds of clientele. For this purpose, states and voluntary organisations should be allowed to take initiatives. Within the broad contours of the nationally accepted programme, the implementation agencies should have the freedom to innovate and experiment. Such experiments and innovations should be appropriately disseminated through media and other channels. This should be in line with the concept of grass-root planning and development of literacy programme. What is further important is that these experiments and innovations should be suitably rewarded at the district, state and national levels by the Government, in addition to various voluntary agencies as at present. These coveted awards, to be given for innovations and experiments and for sustained efforts, should be able to stimulate institutions, organisations and individuals to struggle continuously to find answers to several knotty problems of implementation and management. Several institutions and organisations in India, have been receiving UNESCO awards and prizes and it would but be appropriate if the Central and State Governments in India also do institute such prizes to create the much-needed literacy milieu and promote pioneering efforts.

8. *Overevaluation* : Evaluation is an integral component of the educational trinity ; the other two being formulation and implementation. Literacy programmes have been subjected from time to time to intensive evaluation to prove their credit-worthiness. While it would be useful to subject literacy and adult education programme to all kinds of scrutiny and reviews (one would wish that such reviews were applied equally and severally to prestigious and elitist-programmes of higher and technical education

from the point of view of cost-benefit analysis and cost-effectiveness), one would like to express a word of caution in regard to the product-cum-summative evaluation. Process-cum-formative evaluation. An effective and well designed programme, systematically managed will undoubtedly have efficient results. Further, the results of evaluation and review studies need to be fed-back into the whole gamut of procedures, policies of planning and management of the programme. Necessary correctives need to be applied without any loss of time. This has not happened in the past in spite of evaluation galores and yet new programmes and schemes are launched without drawing any lessons from past mistakes and omissions. One is inclined to say that the setting up of committees and commissions and mounting of evaluations and review studies has always been alternatives to action and policy decisions. For instance, if planners and managers of the National Literacy Mission have to benefit from previous experiments, they will have to look closely into the achievements and failures of previous projects and programmes. These have lessons not only for India, but perhaps for other countries similarly situated.

9. *Overtargetting* : While the National Literacy Mission is a bold and imaginative initiative and the momentum gathered needs to be sustained, the planners and those who operate the Mission have to have a second look at its contours and strategy for implementation. The zeal for overtartgetting may start the process of cracks in the programme. Finally it may tend to become a purely literacy programme. It has to be functional. It should not become a programme which comes from above. It has to be communitized. In fact these should be the expectation of any well-conceived adult education and literacy programme. This change in strategy may require, in the initial years, and, also in the interests of efficiency, scaling down the area of operation and intensification of efforts. The results of the existing reviews of the programme call for some rethinking.

10. *Conceptual clarity* : Many objectives and outcomes have been set for the National Literacy Mission. Besides literacy and numeracy, social awareness and functionality are the two basic components and objectives, While working out operational implications of literacy and numeracy are easy and are well-known, the policy makers have to concretise the programme implications of social awareness. Further, statements like "learning, working and living are inseparable and each acquires a meaning only when correlated with the other" and "the illiterate and the poor can rise to their own liberation through literacy, dialogue and actions", are mere lofty perorations and sweet words meaning nothing for a literacy worker and organiser, a writer, a trainer, a planner, a manager and a administrator. No appropriate teaching and training materials are available and

perhaps it would be hard to design, develop and disseminate such materials without careful preparation, tryout and testing. Concepts and objectives, which are difficult to be concretized in relation to programmes, and operationalized in terms of management and action at the field level, are difficult to be evaluated. The natural tendency becomes to overlook these, in spite of their value and in course of time, they recede into the background and are at least ignored as exercises in futility and offsprings of wild imagination. That is what has happened in India right from the beginning and more so in the case of National Adult Education Programme. Evaluation studies have reflected on this situation. It is sad that the functional aspect was not stressed right from the beginning. There is nothing wrong in combining literacy, numeracy and techniracy in a well-designed programme of adult literacy.

11. *Rural Youth* : The age-group 15-25 in the entire population is the most sensitive. While in urban areas, many opportunities do exist for this age-group to develop their potential, in rural areas existing facilities are insufficient. This age-group has to play a major role in the regeneration of the rural areas and in its social development and economic growth. One essential condition for the success of the National Literacy Mission would be the extent to which it functions effectively in relation to the learning needs of rural youth—especially in the age-group 15-25. This will call for a major restructuring of the programme and introducing innovations. The existing educational infrastructure, and the new literacy structures will have to be the emerging scenario of integrated rural development.

12. *Linkages with development* : One of the essential conditions for heralding a literacy milieu would be to give a practical realism, at the field level, to the concept of promoting linkages between literacy and other areas of development. For this purpose, the Central and State Governments must identify some of the existing projects of rural, tribal, hill development and specific area development programmes and encourage these, with positive inputs, to incorporate the programme of literacy and adult education within these area-specific and programme-specific projects. Such a close correlation will meet the requirements of National Education Policy, 1986 when it states :

“Since participation by beneficiaries in the development programmes is of crucial importance, systematic programmes of adult education linked with national goals such as alleviation of poverty, national integration, environmental conservation, energisation of the cultural creativity of the people, observance of small family norm, promotion of women’s equality, etc. will

be organised and the existing programme reviewed and strengthened."

This has to be achieved even if the initial attempts may be heart-breaking. Otherwise literacy will be pure literacy and not functional and development-oriented. The policy of including literacy and adult education as an integral component of the Minimum Needs Programme should continue as it will ensure a place of pride to the Programme in the national priorities and be the right step in the creation of appropriate literacy milieu, in spite of possible changes in political policies. Here also, the various components of the Minimum Needs Programme have to be integrated, for formulation and implementation purposes, at the area level and not be treated as segregated programme, as at present. The M.N.P. has to be treated as a package in order to achieve maximum results. Here also, the Central and State Governments should encourage innovative and pioneering efforts.

13. *Micro-planning and development* : Planning and development at the local level, is practically non-existent. This has been revealed by several evaluation studies referred to earlier. If the illiterate and the poor have *really* to be enabled 'to rise to their own liberation through literacy, dialogue and action', then the unit of planning and development of literacy programme has to be lowest, that is, the block and village level. This will make literacy local and programme specific. National Literacy Mission has been able to initiate these local specific projects. No amount of macro-planning is going to deliver the literacy goods. The Central Directorate and State Directorates of Adult Education do well if they could adopt small selected ten or fifteen areas, blocks, villages and experimental projects, in different parts of the country, to study in depth, what micro-planning constraints and possibilities are and especially in the area of literacy and adult education; how literacy and adult education can be effectively linked with other components of Minimum Needs Programme, Social Services and on-going Developmental Projects. From platitudes, which have been expressed in many reports and documents, it would be appropriate now to move to practicalities.

14. *Management of operation* : From the organizational point of view, it is of utmost importance that elaborate preparations are made before launching a massive programme of literacy. In elaborating a strategy for literacy planning, one would not normally like to use military terminology. Since however, literacy programme can conveniently be compared to a campaign and a crusade against a great national and international injustice, one is tempted to recommend operationalizing the programme on a war-footing; leaving nothing to chance. After operationalizing the conceptual framework—which is necessary in the case of National

Literacy Mission—the next inevitable stage is to develop planning and development operations in terms of sequence and space. For instance, before launching the programme in specific areas, various preparatory steps need to be taken in advance. Some of these measures will include programme planning in consultation with various agencies, establishment of resource centres, preparation of curriculum and teaching/learning materials on the basis of identified needs of learners, development of methods and materials for training, training of instructional personnel and orientation of planning and managerial personnel at different levels etc.

15. *Political will*: One, and the most important, irresistible conclusion emerging from various studies is that the political will to eradicate illiteracy has been almost non-existent. However, with the initiation of National Literacy Mission, the hope has been revived that illiteracy is being recognised as one of the impediments to development and its eradication as an important ingredient of the removal of poverty. The mere fact that literacy has been included as an important component of the minimum needs programme is a tribute to the Indian planners and that sizeable developmental funds have been provided for it, and may perhaps continue to be earmarked in future as well, within the Education Sector, speaks very high of their earnestness. This is a welcome departure from the first four decades of planned inaction. It is therefore, with high hopes that the National Literacy Mission has been launched.

16. *National Authority for Adult Education*: In every endeavour of this kind, the first step is always difficult. The first step has now been taken. The onward march has to continue. One cannot afford to have 400 million illiterate adults even in the year of Grace of 2001. That will be a great tragedy. Apart from major surgery which will be required to be undertaken, on techno-professional levels, what is important is to give Literacy Programmes an appropriate status within the political and administrative hierarchy of the country. It could take many forms but what emerges is that within the Ministry of Human Resource Development, the work relating to the education of the masses should be the concern of a high level Commission to be serviced by an equally high-level full-time Chairman or Director-General. Parallels do exist in India. There is the Minorities Commission, the Commission for Scheduled Castes and Scheduled Tribes, the University Grants Commission, Indian Council of Agricultural Research (I.C.A.R.), Council of Scientific and Industrial Research (C.S.I.R.) etc. These are high level bodies entrusted with important tasks. The mass literacy programme is not an easy task and it will have to be handled by a very competent agency which is run almost on a war-time footing at the national and state levels and especially in the various districts of different states which are lagging behind. The current departmental

approach, based on rigid bureaucratic model, will not deliver the goods. The need for the setting up of a National Authority on Adult Education needs urgent consideration.

17. *Value-Orientatation* : The above issues are abundantly clear to close observers of the literacy scene in India. The National Policy on Education—1986 has observed while opening the para on Adult Education—“Our ancient scriptures define education as that which liberates”. It is a meaningful sentence. It does not mean only “the ability to read and write”, but, through it, develop a consciousness among all about unity in diversity and also inculcation of basic human values which should get highest priority in the world of today when emphasis is largely on material values. The National Education Policy 1986 states that “coming generations should have the ability to internalize new ideas constantly and creatively. They have to be imbued with strong commitment to human values and to social justice. All this implies better education”. It also observes that “in our national perception education is essentially for all. This is fundamental to all-round development, material and spiritual”. This has to be stated clearly and built into materials and pedagogical techniques.

### Conclusion

18. The poor alone know what poverty is and what it means. They often get used to it. That promotes inequality. Poverty perpetuates. Countries and the world get divided between the poor and the rich. This has to stop. The formal schooling and education ‘continue to educate for poverty’. In this sense, non-formal education and literacy have a significant role to play. Underprovided, underfed and illiterate masses comprise the poor. They need work, food and also literacy. One without the other have no significance. We have also to remind ourselves, at this crucial stage, that four decades of planned inaction resulted in the painful and slow fall of adult education and literacy programmes—Fundamental Education was talked about for a while, Social Education was a fashion at one time, Non-formal Education caught imagination for some-time, then came Functional Literacy followed by National Adult Education Programme with a big bang. Name plates were changed overnight and became fashion of the day to suit the powers to be. Thus adult literacy programme for masses marked time. Let us resolve that the National Literacy Mission under the proposed National Authority for Adult Education should continue with men and women infused with missionary zeal at different levels till we eradicate illiteracy from our country. Mahatma Gandhi, Father of the Nation, observed : “Illiteracy is India’s sin and shame and it should be wiped out. This should be the goal and emblem of National Literacy Mission. □

## An Appeal to the Conscience of Educated

Even after four decades of Swarajya, the country continues to lag behind in achieving literacy, a basic minimum need for its vast masses both in rural areas and in urban slums. India's rank in countries of the world is 59 in terms of literacy rates. Despite persistent efforts of the Government of India, illiteracy though declining in percentage, continues to grow in absolute numbers. Unabated population growth and massive dropouts of upto 80 per cent of enrolment in first four years of elementary education contributes to this intractable phenomenon.

Mahatma Gandhi had warned as far back as 1939 that the illiteracy of the masses was India's sin and shame and must be liquidated. This was a virtual indictment of the handful of the people who had the privilege of access to education, but who did not discharge their social obligation to impart literacy to others. Consequently, mass of our illiterate population continues to remain exploited and deprived in social as well as economic progress. The sin and shame of the illiteracy is the sin and shame of the educated few of the country.

Nearly 50 per cent of the total illiterates of the world are in India. In less than four decades of freedom, several Asian countries crossed the threshold point of literacy, with literacy rates of 71 per cent in Burma, 75 per cent in Indonesia, 84 per cent in Laos, 84 per cent in Malaysia, 86 per cent in Philippines, 91 per cent in Thailand, 84 per cent in Vietnam and 80 per cent in China. That illiteracy continues to be a formidable hurdle in our development process is as clear as day light. India's overall literacy rate is 36.23 per cent with female literacy being only 24.82 per cent. Computed projections of decade; growth rates of literacy indicate that 13 States in the country will require many years to achieve total literacy. It will take from 40 to 53 years in States like Gujarat, Maharashtra, Punjab, and Haryana while 70 to 80 years in States like Karnataka, Orissa, Andhra and 117 years in States like U.P. and Madhya Pradesh. This must cause a disturbing concern to everyone interested in the future of Indian democracy. This makes it imperative to combat mass illiteracy without loss of time and to give up the prevalent slow, tardy and formal methods of imparting literacy.

Gujarat State, though ahead of national rate of literacy with 43.70 per cent literacy rate (with 32.30 per cent for women), is also facing a

serious challenge of growing number of illiterates. The growth rate of illiterates in Gujarat is 2.88 per cent. Estimated 15 million people of Gujarat can not read and write. Of these five million are in the age group of 15-35. This age-group is our most precious human resource. Even in cities of Gujarat 49 per cent women are illiterate. Even faster urbanisation in Gujarat has not helped in wiping out illiteracy among women.

Four districts of Kutch, Banaskantha, Panchmahal and Dangs have rates of literacy even lower than national average and six districts of Sabarkantha, Jamnagar, Surendranagar, Bhavnagar, Amreli and Junagadh are below State average. The State female illiteracy is most disturbing. This is 86 per cent in Panchmahals, 79 per cent in Dangs and 89 per cent in Banaskantha.

All this is despite 13,000 literacy classes sanctioned by the Government of Gujarat and despite over two million illiterates covered in the past 10 years. This grim situation can not be resolved by sporadic efforts of Government or Voluntary agencies. Both have to combine in a spirit of partnership for the liberation of masses.

The Gujarat Vidyapith founded by Mahatma Gandhi and he who continued to preside over it till his death, cast an obligation on the institution to work for the spread of education in villages conducive to national development. This is laid down in its objectives. Since 1977 it runs Adult Education Resource Centre for Gujarat and has trained 2,062 supervisors and Project Officers for adult literacy work, produced 13 primers and work-books and manuals and 71 booklets for neo-literates and motivated over 1,000 voluntary agencies to undertake this work. It itself is running 240 classes at the grass-roots level. A network of about 1,000 institutions of Ashram Schools, post-basic schools, rural institutes and primary teachers' training colleges is now being mobilised to achieve literacy for 35 lakh illiterate youths of Gujarat in three years. This is being done to ensure the reflection of this grass roots movement in 1991 census. It was decided in the prayer meeting at Kocharab Ashram on 2nd October, 1987 on the Gandhiji's birth day to launch a mass campaign at the grass roots through a 90-hour programme of self-learning literacy kits. This plan envisages coverage of 5 lakh illiterates in 1988, 10 lakh in 1989 and 20 lakh in 1990. It will cover 10,000 villages of 100 Taluquas.

One lakh volunteers have enrolled themselves by filling up the pledge through 416 grass root voluntary agencies which have covered rarely 1,000 villages. 137 villages have declared themselves 100% literate for 15-35 age-group. Another 300 are about to declare so. Before the end of 1990, 5,000 villages will be covered. 6 lakh literates have been covered under

first round of 90-hours. They are now undergoing 2nd round of 90-hours. The method of learning will be peripatetic taking learning to the door-step instead of requiring learner to come to a class. A total learner-centred approach has been adopted.

There are 12 lakh High School students and 3 lakh University students in Gujarat. By identifying 5 learners and settling among themselves mutually convenient timings and other instrumentalities, every group of learners will be self-reliant. The volunteers of 'Saksharta Dal' will give honorary service as a duty towards community. -If a million students of Gujarat gets mobilised through grass-root institutions, it should not be impossible to eradicate illiteracy from at least 15-35 age-group. The Vice-Chancellors of all the 10 Universities of Gujarat have agreed to give 10 marks to be added in the grand-total to those students who impart literacy to five persons before 31st December 1988 through and under the supervision of their respective colleges. This will facilitate involvement of about 2,00,00 college students.

Taking lessons from Gram Shikshan Mohim movement of Maharashtra of Sixties, a follow up mechanism has been ensured from now itself by providing on-going community education centres called Jan Shikshan Nilayams. Each JSN for a Chautta will look after the needs of neo-literates of Saksharta Abhiyan on a permanent basis. All volunteers will get a certificate in which the names of persons who have been liberated from illiteracy will be mentioned.

The campaign began on 1st May, 1988, five days before the NIM was inaugurated. This programme may appear to be over-ambitious and we are aware of the risks involved in it, but having undergone an over-cautious approach of dismal failure of 4 decades, I do not see any escape from a little adventurous programme if the sin and shame of illiteracy is to be erased by the educated. This is a challenge and a clarion call to the conscience of all who have access to education and an occasion to rise to their sense of duty towards the illiterates. The expenditure of two rounds of 90 hours each programme works out at only Rs. 6 per head for providing two literacy kits. Rs 2 per literate will be necessary for training and awareness campaign. Another three rupees per volunteer will be used for training and preparing volunteers guide. This is far lower than per-capita expenditure of about Rs. 250/- for formal elementary education and far below to about Rs. 900 per student of High Schools. Government of India is supporting only production of kits and posters, etc. and volunteers are giving free service. A total of 5 lakh volunteers are being recruited.

Let mistakes be committed instead of slow and cautious methods of formal education resulting into swelling number of illiterates. □

## Adult Education in 1990's Post-Literacy Reading Material Need for a Radical Approach

1. The middle of the year 1989 is the appropriate time for initiating action for the preparation of an integrated plan of action for the year 1990 which has been declared by UNESCO as the International Year of Adult Literacy. The remaining ten years of the twentieth century have, therefore, to be utilised fruitfully and with a sense of urgency so that at end of the present century we do not look back with a sense of remorse that we have failed to achieve the targets laid down for ourselves. Of course, we can never hope to fulfil all that we wish to do but we should, at least, have the satisfaction that we put in the maximum effort to reach the goal in spite of various constraints and impediments we faced.

2. The target set down for the end of the Seventh Plan is to make 30 million people literate by 1990 and achieve the figure of 50 million during the Eighth Plan. In every Five Year Plan we have been designating a particular year for achieving certain percentages of literacy for various age groups, thus hoping to reach the target of cent per cent literacy by a certain year, as set forth by planners of Yojana Bhavan. But seldom have we reached anywhere near the target. We need not feel shy of admitting our failure on this front nor is it necessary to report *ad nauseum* the multi-facious reasons for lack of success. We are fully aware of the very limited financial resources, a woeful lack of devoted workers, inadequate and untimely supply of reading material and other equipment. Add to this the bureaucratic hurdles which dishearten and dampen the enthusiasm of voluntary workers who dare take up the cause of teaching their fellow

brothers and sisters. Seasoned workers who have incessantly in this sphere for over four decades like the indefatigable missionary, the late Dr. S.C. Dutta, and a host of his friends and colleagues, continued striving inspite of heavy odds. They have never given up in despair what they regarded as their duty and a mission.

3. While reading the Report of Proceedings of the 41st All India Adult Education Conference held in Aurangabad in October 1988 we find that the successful implementation of the programme is handicapped on account of the non-availability of pedagogic inputs, lack of necessary support to various functionaries and institutions, in-ordinate delay in screening of applications of voluntary organisations by the State Governments and the release of grants at the fag end of the year, resulting in sheer desperation among the voluntary workers.

4. Having dealt with this subject at the State level in Delhi Administration and subsequently at the all-India level in the Ministry of Education during 50's and 60's, I am fully conversant with these problems. The rigid financial rules and regulations have always been there. But some bold officers do exercise their discretion and find ways and means of facilitating the process of issuing of grants to voluntary organisations and releasing funds to the concerned Government Departments expeditiously.

5. During the period 1960-63 a UNESCO-sponsored integrated project of social education was launched in the rural areas of Delhi under the inspiring leadership of the most unassuming Education Minister Mr. Shafiq-Ur-Rehman Kidwai and by the guiding spirit of the eminent educationist Dr. Zakir Husain. We were able to enlist the unstinted support of the officers of the Ministry of Education at every level. Thus we were able to adopt most unconventional methods for the quickest implementation of the multi-faceted UNESCO programme of rural adult education. We had the first Educational Caravan of its kind in the country which was inaugurated by the late Maulana Abu-ul-Kalam Azad. It consisted of a mobile cinema van fitted with a projector and a folding screen. A mobile library and sports equipment formed part of the outfit. The caravan would camp for two to three days in a central village and hold a educational mela, film shows, cultural programmes including plays, music programmes, bhajan mandalis etc. with the help of professional and local amateur artists. These Educational Melas became quite popular and prepared the ground for establishment of adult education centres. We established the first pioneering institution, Janta College at Alipur for the training of rural leaders. Dr. Torres Bodet, then Director General of UNESCO came to offer his personal support to the programme and was thrilled to see the vast catering of rural people including a very large number of women.

6. When we embarked upon the integrated project of Social Education in the rural areas of Delhi in early fifties, we had to enlist the services of young refugee girls and boys for conducting the various facets of the programme. The rural population of Delhi was quite conservative and orthodox during these times. Women observed purdah and young girls would seldom step out of their houses. The enthusiastic refugee girls, deputed for starting centres, lured the girls of the village to the house of one of the hospitable family on the pretext of teaching them embroidery, knitting etc. at which these refugee girls were quite adept. After having established rapport with the village girls and securing the confidence of their parents, these centres were humming with various types of activities including singing of bhajans, folk songs etc. At this stage motivating the girls to learn to read and write was very easy. And we met with tremendous success.

7. Today the entire picture of the villages around Delhi has completely changed. You will find that 90% of the lady school teachers in the areas are from the local villages. And you will also observe village women participating enthusiastically in the Grameen Mahila Programme and in other TV broadcasts. They are no more camera shy.

8. But the biggest challenge we faced after having made the young boys and girls literate to some extent, was the utter lack of suitable follow-up reading material catering to their interests and needs. The teachers utilised simple books available in the market but they were written primarily for children and had a didactic approach which hardly appealed to them.

9. Even though adults in the rural area may be completely illiterate, they are well-informed about current affairs and are politically as conscious as the educated citizens are. Their thirst for latest news of the country and of foreign lands is as keen as that of the educated people. Radio and T.V. have made them fully aware of the major events of the entire globe.

10. With a view to providing suitable follow-up reading material after they had covered the first and second adult literacy primers, we started a fortnightly newspaper "Hamara Gaon" for Rural folks and "Hamara Shahr" for the Urban neo-literates. The reputed writer Kumari Krishna Sobti, who is one of the leading Hindi writers today, was our Editor. She was used to writing with a literary flair. We had to bring her down to the level of neo-literate adults so that, instead of using the academic style of sophisticated writer, she used the language which was easily intelligible to the neo-literate adults. Even the dialect of the Rural area formed a part of the contents. Stories and anecdotes relating to the Hoary past, with which people are familiar, were utilised in the write-ups,

Current affairs and news of the neighbourhood found a prominent place in this periodical. The format of the journal for neo-literate adults is essentially different from the ordinary newspaper. The printed matter must be in bold print with a wider spacing to facilitate easy reading by the neo-literate adults. This was the basic principle.

11. Besides, we tried to establish small rural libraries in the *chaupals* and schools so that the neo-literate adults do not relapse into illiteracy for want of suitable follow-up reading material. There was a woeful scarcity of suitable books for such adults then. Even now the situation is almost the same. Private publishers are not at all interested in the publication of such books since it is not a profitable proposition for them. Jamia Millia, Delhi, Literacy House, Lucknow and a couple of other state organisations have done commendable work in this direction but what we need is a long-term project, spread over a period of at least 10 years, for a regular publication of graded books and a fortnightly or a weekly newspaper if not a daily bulletin as well as a separate monthly magazine for neo-literate adults and for those who had reached the post-literacy stage.

12. Southern States and Maharashtra had done pioneering work in the field of publication of post-literacy literature in the early fifties. In Kerala small public libraries were being run by individuals in their own houses entirely on their own initiative. They were running small chitfund scheme, which attracted people to their houses. Besides they could borrow books free from their libraries. These private ventures paid rich dividends. Kerala is thus always at the top in terms of literacy.

13. With the vast expansion of the TV network in the country, we have to devise new techniques for post-literacy lessons and courses. If U.G.C. can conduct lessons for advanced school and college students on T.V. at specified hours, we can certainly earmark same time for post-literacy classes at hours convenient for rural and urban adults. The tremendous popularity of the Ramayana and Mahabharat Serials on T.V. should be a pointer in this direction. Highly educated, the middle classes, workers of all categories and the rural population in the remotest corners of the country are glued to the T.V. sets during the telecast of these programmes. Business establishments had to make adjustments in their hours work to enable their employees to view these programmes uninterrupted. The stories of Ramayana and Mahabharata are rooted deeply in the Indian tradition. The annual Ramayana plays have always made a deep impact on the minds of the young and old alike.

14. The telecast of these epics on T.V. has opened new vistas which we can be utilised fruitfully. The dialogues of these serials cast a spell on

the viewers. If we can transcribe the dialogues in bold print and make small booklets, together with pictures, even in black and white, I am sure they can be utilised as an effective post-literacy reading material. Even illiterate adults follow the language of these dialogues and if these appear before their eyes in bold print, they would certainly make an effort to decipher the printed words. If such leaflets or booklets are available simultaneously as the episode is being telecast, this would provide a great incentive to the neo-literate adults to read the dialogue afterwards with great interest. If we can somehow persuade the Doordarshan Authorities to telecast these dialogues in print on T.V. at specified hours for neo-literate adults, this will further boost our programmes for adult education. In case we have a suitable newspaper or a periodical which caters to the needs of neo-literate adults this will be an appropriate medium for publication of the dialogue in advance which they can preserve and read again and again thus adding to their knowledge and improving their literacy skills.

15. It must be emphasised, however, that no private enterprise can provide expeditiously the wide variety of post-literacy reading material, and government departments are bound by rigid financial rules which do not permit the flexibility required for an effective implementation of such a project. We shall have to work out a plan where-by the State Resource Centres or some such agencies at the State level are provided the financial resources, given the guide-lines and allowed full freedom of action for implementation. The government periodicals are generally published weeks and months after their due dates because of the rigid Government regulations. We cannot afford to delay daily newspapers, weekly and fortnightly periodicals nor print out-of-date news. Even if the illiterate or neo-literate adults cannot read the daily newspapers, they are fully aware of the latest national and international news through various media like radio, T.V., and from their educated neighbours who read the newspapers. In view of this the periodicals catering to the interests of neo-literate adults have to be up-to-date on news. This can be ensured only if the publication of such journals have the resources to get the latest stop-press news. So far our emphasis has been on printing stories and such other useful material correlated with their occupations which the experts on adult education think should form a part of their reading material. No doubt this is necessary but we must find out what interests the adults most so that we include such features which attract their attention. Only then can these periodicals succeed in achieving the objective.

16. Language of such periodical requires particular attention. The highly academic and literary style of the Hindi magazines and newspapers would be most unsuitable for periodicals for neo literate adults. The conservative and orthodox writers are prone to be puritans and would not

tolerate the use of words of another language which have long been accepted and used in daily conversation. The news bulletins of the radio and T.V. provide funny examples of the use of hybrid language. Even the most illiterate people use the words driver, motor bus etc. but the news bulletin would say 'Chalak' and 'Vahan'. Similarly while reporting the late running etc of trains in the railway bulletin broadcast by All India Radio, while the train Nos. would be given by Nos. 12 down, III up, the word used for 'late running' would be 'vilambh' which is hardly used by any one either in conversation or in writing. When Shimla and Kashmir have snowfall the news reader would say "himpat" and not 'Baraf' which is the most common word. Such examples of the use of unfamiliar words can be multiplied by hundreds. We must guard against the use of unfamiliar words in the post-literacy reading material.

17. The expeditious distribution of such periodicals to the centres catering to the needs of neo-literate adults would be another problem which also has to be solved by adopting unconventional methods. Distribution through post would result in inordinate delays. The periodicals would lose their value if they reach the concerned clientele week or a fortnight after their publication. If we are aiming at a weekly or a bi-weekly journal or a daily bulletin we will have to adopt the modes of transport that the established newspapers utilise viz. the daily train and bus services which carry large bundles of newspapers and magazines by the scheduled trains and buses which are then collected by the local agents promptly and then delivered to individual customers by them on cycles. The daily editions and even local editions of Delhi papers reach the remotest towns in the afternoon. We have to adopt such quick modes of transport for the journals published for neo-literates adults also. Only then we can sustain their interest and enthusiasm. We have to convince the neo-literates that we will give them the same priority as is accorded to the educated people. The staff at the headquarters, as also the field staff, have to gear themselves and adopt radical measures. Unless top priority is accorded to the implementation of adult education programmes at every level, we can hardly expect that the targets laid down from one plan to another and for one decade to the other can ever be achieved.

18. Another important institution for an effective programme of post-literacy is the rural library. In spite of the emphasis given to the establishment of such libraries by various commission, study groups and panels, I don't think any state of India can boast having set up such a network of rural libraries. Wherever a few such libraries exist, their stocks are hardly replenished annually. Besides, the neo-literate adult should have easy access to those centres at times convenient to them. Whenever the question of the location of such small libraries is taken up,

we always expect the local schools to provide the space and the services of a local teacher for the purpose. This experiment has seldom met with much success for reasons well-known to administrators. We have to enlist the cooperation of local workers. The Panchayats and Gram Sabhas are being revived in the rural areas. These would be the proper institutions for setting up rural libraries and even for conducting the adult literacy and post-literacy programmes. Since finances are to be provided to the Panchayats for various rural projects, adult education, including rural libraries, can form a part of their functions by involving Panchayats and Gram Sabhas in such programmes. We shall be able to enlist the cooperation of a much wider sector of the rural population for the implementation of an adult education programme.

19. The Jawahar Rozgar Yojana, recently launched by the Prime Minister, whereby at least one member of each rural family would be provided gainful employment for 50-100 days every year, should be considered seriously for enlisting the services of the rural youth for lending support to the various facets of adult education programmes. Those young boys and girls, who are literate, can help in running literacy classes. Others can help in various other ways viz., the setting up of centres, and rural libraries, organising sports and cultural programmes etc. Besides providing them gainful employment, envisaged under the scheme, they would give a fillip to the constructive programme. In course of time we shall be able to have a regular cadre of such rural leaders. An unemployed youth is a drain on the society and, in the absence of a healthy diversion or an occupation such youngsters are bound to go astray and join the ranks of criminals, smugglers, dacoits, terrorists etc. We are witnessing these criminal acts in different parts of the country. Thousands of innocent young boys and girls, men and women are being butchered mercilessly by these criminals. We have to make concerted efforts to wean away such youngsters from this unhealthy trend and direct their energies to constructive channels. The Jawahar Rozgar Yojana should be utilised for this purpose. For this we have to recruit dynamic rural leaders who can inspire confidence. A cadre of devoted workers who take up such projects in a missionary spirit, would have to be built up from the grass root level.

20. Let us resolve at the Golden Jubilee session of the Indian Adult Education Association, which has done sustained pioneering work in this field, that in the last decade of the twentieth century, we should work out a detailed blue-print for ushering in the Twenty First Century with most revolutionary programmes of adult education by harnessing the resources of all the official and non-official agencies and utilising the various modern media for the effective implementation of such programmes. □

## Role of Mass Media in Promotion of National Literacy Mission

Mass illiteracy is India's sin and shame and must be liquidated, said Gandhiji several years ago. And the pity is that even after 41 years since independence, no dent has been made in reducing the number of illiterates in the country. In fact, instead, the irony is that the country has larger masses of illiterates now than ever before. What is more alarming is, as a recent World Bank report indicates, under the existing rate of progress India will consist of 54.5 per cent of the global illiteracy in the age group of 15-19 by the time we enter the 21st century.

Thus, with a view to grappling with this herculean task, the government of India launched a Mass Campaign of the National Literacy Mission on May 5, 1988. In his inaugural address, Prime Minister Rajiv Gandhi urged all the concerned departments of the government, voluntary agencies, mass media and individuals to cooperate and coordinate their efforts in making the mission a success.

Of the six national missions envisaged for systematic progress in diverse national sectors, the National Literacy Mission (NLM) is perhaps most significant and crucial for country's overall development. As a key document on NLM prepared by the Union Ministry of Human Resource Development puts it: "Literacy is indispensable component of human resource development. It is an essential tool for communication and learning, for acquiring and sharing of knowledge and information, a precondition for an individual's evaluation and for national development".

It is a well known fact that there are wide disparities in educational levels in the various parts of the country. For example, if overall literacy is 70 per cent in Kerala, the percentage in Arunachal Pradesh is only 21 (1981 census figures). In case of women literacy rates, the situation is dismal indeed, 65 per cent in Kerala, 5.5 per cent in Rajasthan. Bihar, Madhya Pradesh and UP which account for 38 per cent of rural families in the country, have a female literacy of below 10 per cent.

It is worth noting here that while India's performance during the last 40 years in literacy record has been dismal, some of our close neighbours have done exceptionally well in this direction. Whereas India has achieved a literacy percentage of about 36 in this period, the corresponding figure in Burma is 71, in Indonesia 75, in Laos, Malaysia and Vietnam 84, in the Philippines 86, and 91 per cent in Thailand.

The NLM document further records that the number of illiterates in the country in the age-group of 15-35 has increased from 91 million in 1951 to 110 million in 1991.

These are horrifying prospects indeed. If the problem is to be successfully grappled with, a number of agencies, including the mass media will have to lend a helping hand.

Media support to the National Literacy Mission therefore attains vital dimensions specially because media reach in the country has of late been leap-frogging at regular intervals. Even a casual look at the media expansion in India during the last few years is adequate to prove this point. While there were 16,874 newspapers and periodicals in 1980 in the country, this number stood at 27,685 in 1987. Similarly, Doordarshan had only 24 centres and radio 160 stations in that year, the respective figures for Radio and Doordarshan in 1988 were 265 and over 200.

It must be stated that education expansion has received tremendous boost by media support in several countries of the world. Senegal, Ethiopia, Thailand, Burma, Uganda, Sri Lanka, China and many Latin American nations have made apposite use of media power for extending literacy.

In India also in the 1950s, radio was used for imparting literacy. The Pune pilot project of radio rural forums, based on the Canadian experience, was a great success. This UNESCO-assisted project was carried out with active support from All India Radio, Maharashtra and the Central Government through 144 radio farm forums in five districts around Pune. In 1969, there were over 20,000 such rural radio forums all over the country. Though the experiment was later abandoned, it had proved its effectivity in inculcating practical information and education relevant to adult village population. Since radio and television have far better reach now, rich programming and cheap sets are available in abundant supply, the electronic media could be made use of for literacy programmes with greater thrust and larger viability.

As the main objectives of the NLM are simple and convenient to achieve, enhanced media support in this direction would be of great help.

The NLM objectives are simple : "To impart functional literacy to 80 million people in 15-35 age group—30 million by 1990 and additional 50 by 1995". All media can immensely help in imparting literacy in a number of ways. According to NLM document, functional literacy means "achieving self-reliance in literacy and numeracy; becoming aware of the causes of their deprivation and moving towards amelioration of their condition through organisation, and participation in the process of development, acquiring skills to improve the economic status and general well-being; and, finally imbibing values of national integration, conservation of the environment, women's equality, observance of small family norm."

The need for media support to NLM acquires great importance and necessity because media have the proven profusion of qualities and propensities of easily and quickly imparting education, information, enlightenment and entertainment—all at the same time. Besides, the ironical fact of illiteracy situation in India is that of over 110 million illiterates, 94 million or 85.5 per cent reside in the rural areas—and around 54 per cent of these are women.

Thus, with a view to successfully confronting the challenge of, illiteracy, imperatives for mass media are : to create national commitment, creation of an environment conducive to learning; inculcating motivation among learners and teachers; mass mobilisation and people's involvement; techno-pedagogic inputs; and efficient management and monitoring.

Therefore, media—both government owned and private—should come forward to appropriately assist the national literacy programme. Sustained, systematic, meaningful and easily comprehensible campaigns will have to be initiated by media at all levels. Media will have to stimulate people's participation by weaving gripping stories, knitting attractive programmes and mounting rare visuals, clearly illustrating the needs, value and place of literacy in today's quickly changing and progressing world.

Programmes, both visual and audio, will have to convincingly make people believe that by being literate they can effectively involve themselves in the nation's political action, socio-economic programmes, and that literacy alone can help accelerate their total development."

These programmes will have to address the learners directly, "promising" to improve their economic status through "learning of a new skills, discussion on political questions, family health and enabling them to read religious texts." The media support should make the learners to think they would be facilitated to read and learn in a lively, cheerful, relaxing and helpful environment where they will not face fatigue and drudgery.

The media programmes for promoting women's literacy will need particular care, keen knowledge of their needs, problems and difficulties.

The context of the media support programmes to NLM may have to consciously decided and carefully planned. The media programmes can in proper stages concentrate to highlight functional education, skill development, economic activity, health and particularly women's programmes around children's health. The programmes can also spotlight on literacy, a need *per se*, mainly in urban areas, emphasising general environment which values literacy, including political and administrative leadership, creation of confidence among learners and national determination.

Besides radio and television programmes, interpersonal or face-to-face communication for promoting literacy indeed can go a long way in convincing people about the usefulness of being educated. This can be competently achieved by groups of teachers, students, non-student such as retired army and civil officers and junior personnel, artistes going from place to place by trains, buses, bicycles and on foot and explaining advantages of literacy, environment, science for every day life, women's equality and national integration.

It should be pointed out that several other countries also have made excellent use of radio in dissemination of the message of literacy. In Zambia, for example, radio has been used for information and creating awareness on literacy for motivating, encouraging and ensuring participation in campaigns. Again, in Zambia, open radio broadcasting emphasises the messages targeted at people to inform and motivate them. Generally, the Zambian strategy for inculcating literacy through radio includes : spot announcement during peak broadcast time to promote literacy ; radio competitions for best literacy song or play of the season ; programmes dramatising need for literacy ; discussion programmes on problems of illiteracy. In addition, farm radio broadcasting is used to reinforce skills learned in campaign once a week, supported by printed material for literacy.

Through person-to-person and group communication compaigns in towns and mohallahs, learners can be told about the importance of literacy as a tool for amelioration of their poor economic status. The interpersonal and group communication strategies can be used through organisations such as women's associations, voluntary organisations and philanthropic bodies for spreading literacy through films, exhibitions and village-to-village motivational campaigns. In addition, print media such as newspapers, periodicals, magazines, journals, brochures, posters, handbills can help create positive attitude in promoting literacy among all sections of people.

Traditional media such as puppets, folk songs, folk dances, and street theatre groups can disseminate information stressing the importance and use of literacy. The role played by print media, particularly the newspapers, has not been adequately exploited in India for literacy campaigns. Arrangements can be worked out with daily and weekly newspapers to provide pull-out sheets of alphabet charts, literacy lessons, and motivational posters to attract learners. Besides, national and weekly newspapers however cannot be used extensively for literacy campaigns being mostly distributed in urban and less in rural areas. Also as most daily and weekly newspapers are in English and other local languages—not easily comprehensible by less educated people—it would be necessary to use simple language for the benefit of neo-literates in daily and weekly papers. In fact, it would be beneficial to initiate a type of rural press as one of the strategies for mobilisation, creating motivation and inducing fuller participation in literacy campaigns. It is believed that local press is more effective than the outside one. Not only that, it is more useful for the post literacy programmes.

Since television is the medium of the 21st century, it is bound to extend its all round influence in the country. If the medium is “demystified”, i.e. programmes are made by all those involved in the various stages of the NLM, including the learners at the grass-root stages, just as it was done in Gujarat’s Kheda experiment, television will indeed prove to be a messiah in spreading the message of literacy all over. The SITE programmes established the use and effectiveness of television in diverse programmes including literacy campaigns. If pilot television projects for NLM are set up, this medium can experiment with greater specificity not only in terms of content but also in terms of languages and treatment for literacy.

If television has to be effectively used for NLM, then the content of regular programmes has to be area specific, gender specific, problem specific, need specific, age specific and time specific. Those who need literacy must be made to perceive, through television/radio programmes, their own view of life and environment. Through their own “images and voices”, the learners should be facilitated to express their views, by their own format and content, what they think and believe on various subjects of daily concern. These ideas so expressed by the learners themselves will be acceptable widely and will have the stamp of credibility. These expressions should form the pedagogic material for promotion of literacy and continuing education.

Since the Rs. 550 crore NLM target is to make some 10 million people literate every year up to 1995, the “images and voices” of the learners will

have to be used to generate an authentic media strategy. As 85 per cent of them are resident in the countryside, the preparation of the media support for literacy may thus have to be entrusted on to the rural people and rural agencies such as panchayats and block development bodies. The programmes conceived by people in plush, cushy offices will not transmit the sincerity so significant for such strategies. "Planning Communication (media support), as a process of empowerment, which must be given to the people themselves rather than left to the insensitivity of the planners and development managers, must begin at the grass root level".

Thus if the media output can adequately create public awareness on the role and significance of NLM objectives, people will voluntarily come forward and enlist themselves in literacy programmes. In addition, the media programmes should help to sufficiently motivate people for attending literacy classes. Thus, "communication materials that are visually attractive and stimulating, films, audio-visual and video programmes that are informative and enjoyable, games, puzzles, cultural and recreational activities that are relaxing" would be immensely instrumental in motivating people to come forward for learning programmes. In addition, learning material such as the primer, workbook supported by radio, television, cassettes programmes, slides, charts and drawing would also be helpful in creating desire for literacy among the learners.

As the UNESCO has designated the year 1990 as the International Literacy Year, the numerous functions being organized, it is hoped will highlight the importance of literacy. It is possible that climate conducive to learning will be created all over the country during 1990, the NLM objectives may be within realization. That will prove to be a bold and brave step towards liquidating illiteracy which has been as stated earlier according to Gandhiji, India's sin and shame.

The truth is that no campaign can succeed without the active participation of people who will be directly affected by it. The experience has shown that this participation cannot be taken for granted nor seen as spontaneous. Masses will have to be actuated and mobilized for the NLM. Side by side, mass media will also have to motivate and encourage the literates to render helping support by teaching the illiterates. If the mass media programmes link literacy with socio-economic development of the individual and the nation, NLM can hope to go a long way indeed. Mass media can also associate literacy with personal and family progress, with social and group welfare and personalize appeals by presenting success stories in flesh and blood NLM campaign can receive a sure and determined boost. □

## Adult Education for the Nineties— Some Thoughts, Many Questions

When I was asked to speak about "Adult Education in the Nineties" as part of the Golden Jubilee celebrations of the IAEA, I agreed readily without really giving it much thought. After nearly fifteen years of work in the field of Non-formal Education and Development, it is easy enough to convince oneself that the answers are self-evident, and therefore to assume that it would be relatively easy to put some ideas together and prepare a suitable paper for one more seminar!

In the event, this has proved to be an extraordinarily difficult task, for several reasons, some of which I shall attempt to share with you.

Since my association with the IAEA has been relatively recent, I found myself looking back a little into the history of this Association over the past five decades. I was overawed when I saw the galaxy of names of so many wise, and committed educators who had been associated with the building up of the I.A.E.A. These were people who had dreamed dreams and had a vision of an India where there would be freedom, equality, justice, learning opportunity and literacy for all. It was, therefore, even more critical that those of us who hoped to carry that torch ahead into the coming decade and century, try to do so after serious reflection and not superficially. I found myself thinking about the many dimensions of the term "Adult Education". What were the connotations, given the complex and pluralistic nature of this society at the time when the IAEA came into being? What have been the changing contexts and definitions? How do we, too see the role and focus of Adult Education in the decade ahead? These were some of the questions that came to mind and they are questions that cannot be answered easily.

I have also been looking at what has been documented about Adult Education, Non-formal Education and Education in general. For a country with a staggering total of nearly 500 million human beings who cannot read and write in any of the 15 languages or 360 dialects we produce an incredibly prolific amount of words on just about every subject, and education is no exception. The document ranges from official government reports and umpteen journals to University theses and the saying and writings of religious leaders of every denomination, to what NGOs, administrators and intellectuals have had to say. Judging by the sheer volume of weighty words and advice, there should be no need for us to be observing a Literacy Year, leave alone launching a National Literacy Mission! But the questions and the reality will not go away—despite all this cumulative knowledge and wisdom, why continuing mass illiteracy.

When the IAEA was started fifty years ago, the hope was undoubtedly to create a literate and a free India within the lifetime of those who had dreamed the dream of Independence. Today we need to ask, and truthfully answer the question—despite all the cumulative wisdom, the many plans, and the vast resources spent on education, WHAT WENT WRONG? Why did the promise of Literacy and that of growth and development not fulfil

the hopes and potential it held out? What is the link that we perceive between adult education and literacy; between formal and non-formal education?

Have we really explored the link between mass illiteracy and mass poverty—and if so, what conclusion have we drawn in terms of the causes, effects, and therefore of strategies? Who in fact are the adults today who are really in need of adult education? These have been the overwhelming trends of my reflections—being the cumulative outcome, not only of several years of work at the micro level in urban slum areas, but, combined with extensive travel and exposure to similar work across the country, during the last eighteen months that I have been based outside Delhi.

So, as I began to put pen to paper, what actually emerged was a reflection of the reality both within me, and outside—namely, strong images of a range of recent experiences, and it is these that I would like to touch upon—even if they appear to be disorganised and disjointed. At this point of time I feel it is essential that we take time out to reflect on some of what is going on at the level of our inner consciousness, and whether it is in harmony or dissonance with our outer world.

The strongest image in my mind is of the three days I have just spent in some of the remote areas of South Bastar district in Madhya Pradesh. Travelling into the forests, the dwellings and the habitat of a wide range of tribal people—the Khonds, Koyas, Mariyas—meeting and talking to them, was truly an exercise in learning for this adult. I can best sum up the experience and its impact in a few comments and questions :

—a sense of wonder at their gentleness in the face of relentless brutality and exploitation.

—a first hand observation of their natural and true affinity with Nature, the forests and the land, they are indeed the real conservationists and protectors of the environment!

—A feeling of both envy and admiration at their strength and dignity in the face of continuing adversity—physical, social, economic and political.

—anger at the freedom and arrogance with which we continue to plunder the riches of the earth that they have respected and protected for centuries.

—respect for old Sumroo, who persuaded his son Pardesi to go to the

nearest Ashram school, despite his own desperate need for a helping hand.

- amazement at the zest for learning and the determination of little Chandu, who heroically walked nearly 25 kms every day so that he could come to Guruji's class in Jaggargunda !

In the same village the 'sarkari' teachers grumbled that the children were not interested and preferred to go hunting and gathering 'mahua flowers'? But 'Guruji' from Matha Rukmini sanstha was a rare and exceptional teacher.

- How I wished for the grace and strength of the women who collected 'tendu' leaves for eight hours under a merciless sun—(that too for a pitiful sum), and still continued with the rest of their chores so cheerfully.

- a deep sense of yearning for a 'transfer' of values systems; perhaps we all needed to adopt the tribal system of burying all possessions with the dead! Imagine—no possessions, no fights for land and money, no concept of private property.

- Found myself unable to remain 'neutral' in their struggle to fight the unfair rates of payment for wage labour—both from the contractors and the government alike. And therefore, it was hard not to sympathise with those "brothers who come in the night" or "Anna" as they are affectionately known, who are the only ones who have helped them to organise, unite and fight exploitation which has to be seen to be believed.

- found it difficult to sympathise with the wringing of hands by local administrators complaining of the lack of tribal response to IRDPs, ICDS, MPFL NFE and AE. . . . and so many other schemes which are unimaginatively conceived and indifferently excited "What can we do? These tribals do not know what is good for them! They refuse to take advantage of schemes which are for their own good after all!"

"Their good" ?—by whose definition I wondered ? Ours or theirs ? Recently in the Andamans we visited a "ONGEE" tribal settlement where we were told that the tribals have been taught to eat puries. So, today, development has effectively rendered them to longer self sufficient for their own source of food, but created a dependency on irregular government supplies of atta and ghee !!

My mind also went back to meeting a young and dedicated social

worker cum school teacher in Campbell Bay in the Nicobar Islands, who has been living and working with the "Chompen" tribals for several years. His precious manuscript, recording his findings and containing some of his thoughts on future educational and social planning for the tribals was taken away by officials/minister some years ago and he has no news either of its whereabouts, publication, or follow-up action.

Once again I asked myself—education for whom and what ? !

In March this year some of us attended the ASPBAE regional seminar in Kathmandu on "Literacy Strategies and Basic Needs Fulfilment.". I shall not easily forget the opening remarks made by Dr. Ariyaratne from Sri Lanka. 'Ari' forced us take a fresh and serious look at some fundamental questions regarding Adult Education, Literacy and Basic Needs. Quoting the example of his own country and the present situation of strife and conflict, he wondered what were the real lessons to be learned, especially when Sri Lanka had an enviable literacy rate of over 85%? He strongly urged that those of us working in education and social change needed to take a hard and critical look at the state of the world—the large scale degradation of the environment, the billions of dollars spent on mass production of weapons of human destruction. It is surely time to raise questions about WHO was responsible for this unforgivable violence and exploitation of the earth, the air, the water and the people who inhabit this earth? Was it the "Illiterate" and the "Uneducated" who were responsible? The answer is a clear and deafening NO! It is we, the Literate, the Privileged, the most highly educated among us who continue to pollute and vitiate human rights, human dignity, and the richness of the earth and water—solely in pursuit of our own greed and satisfaction of ending material needs. This applies nationally and internationally.

It is therefore that I find myself caught in a crisis at this point—not a crisis of conviction regarding the need for adult education, but rather a deep sense of concern at the methods by which we are going about it. All of us seem to be propelled into Action either because the century is coming to a close, or because Government has decided to constitute "technology" missions, and for the reason that donors are offering money and we feel we must DO something! None of these to my mind are the right reasons. It is as if we are all being individually and collectively PUSHED to ACT, to PERFORM, like puppets being manipulated and we are not too concerned to find out who the puppeteers are!

In the face of all this, I strongly feel the need to reflect much more deeply on the questions relating to the way we see, understand and define Literacy and Adult Education itself, the content of such teaching and prog-

rammes at all levels—be it both in the formal and noformal systems is another area for thought, analysis, and concrete action. Forty years of talking and planning for 'relevant' texts, 'local language' to be incorporated. 'flexible' school timings etc. have simply not been matched by actual implementation on the ground. The best of groups working in the NGO sector have failed to do anything significant in this area with very very few exceptions. Perhaps what is needed above all at this point of history is for us to reflect on and evolve a common vision of the kind of world and society that we want our children and grand children to inherit and to live in. It is only then that we can hope to define the content and methodology of our work for the coming decade and beyond.

The recent meeting of the International Task Force on Literacy in Mombasa, Kenya, in some important aspects, also highlighted the need to reflect on many of the issues raised above. This was especially evident in the mood and presentations made by the participants from the 'South' countries—Asia, Africa, the Middle East, Latin America—the countries which face the questions of poverty and illiteracy. There was a very strong sense of South-South Solidarity and a reaffirmation of our very strong feeling that we countries and peoples need to come together to find the solutions to our problems, and not always through the mediation of the North.

The presence of the Learners at this Conference also gave a timely and necessary emphasis on the need to listen and give visibility to those for whom all these plans are essentially designed—namely the learners, those who have been marginalised, whether socially, economically, or politically. The dignity and simplicity together with the confidence displayed by the learners from Mombasa left a strong and lasting impression on the participants.

Particularly significant was the impact of the strong sense of Pan-African solidarity and the powerful potential of Adult Literacy and Adult Education Networks, and it is this that brings me to the final part of what I would like to share with you.

For us is India and S. Asia, and more especially for those of us involved in Adult Education, this is a time not only for taking stock, but for coming together to create a strong and vibrant network and reflect collectively on where we are going.

Given the current tendency in government and political planning to see everything as merely a matter of better management, technology or resource mobilisation, it is critical that some of us raise our voices and focus on the more fundamental questions which are such an essential part

of both education and literacy. Academic and theoretical inputs have their place, but there can be no substitute for experience from the field, based on a genuine understanding and respect for the collective commonsense and reality of the people, and not on the way the elite, city bred person views needs.

If there are no schools functioning, perhaps one immediate area of action for us adult educators is to work out programmes for intervention both with the teachers, the parents and the local community in a concerted effort to strengthen the self image and performance and sense of purpose of those tiny, struggling institutions dotted across the length and breadth of this land.

If we truly listen to what the people are telling us, we will also realise that our role as adult educators is also to point out strongly and fearlessly that the issues involved in Adult Education are the basic issues of development policy, political and economic disparities in society, mass poverty and exploitation that affect the majority of our people. Even if this means pointing out that merely running hundreds of literacy classes without an accompanying community based programme is absolutely of no avail whatsoever, we need to do so.

Finally, and very strongly, what has been said in the context of India, applies equally powerfully to our S. Asian neighbours—Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka etc. There is a crying need for much greater networking, interaction and sharing and learning from each others successes and failures in the coming decade because we all share a common heritage and a common reality. The Indian Adult Education Association is uniquely placed to play a lead role in dynamising such a new initiative and direction of work, and there are many regional and national groups which could form part of this movement. We have been hearing a lot about 'making Literacy a peoples movement'. It is only the 'people' who can determine whether they wish to make something their movement or not ; But we can certainly help to build up a climate which can convince the people that we NGOs and others are truly determined to walk and struggle with them and identify with their needs in changing the present systems which trap us all.

A few ideas for adoption and action :

1. Task force to draw up outline action plan for intervention in primary school infrastructure.
2. Core Group to study and project a realistic work-plan for student mobilisation for Literacy.

3. Materials production and translation units to be started—there is a dearth of the right kind of local language and issue based primers and follow up material. There is also a case for translation facilities for making available translations of existing material to small groups working at the grass roots. These require separate resources and need to be specified as such. These may not be very substantial but they almost always get overlooked in project planning.

4. Training and Orientation—a 'think-tank' could be set up, to initiate dialogue and reflection which should result in a core outline of possible content for training functionaries. Suggest involve groups like PRIA who are already working in this area. Also suggest involve key people working with some major 'Peoples movements and Campaigns' -eg. Dams-Baba Amte, Housing -Joy Sen, Fishermens Forum, Bhopal, Women groups etc. in creating materials which would enable the same issues being raised also through the medium of literacy and post literacy programmes.

5. Setting up and promoting small teams of youth for Cultural Action in Adult Education and Literacy.

We could help with mobilising resources locally—focus again to be pointed and evolved out of a process of dialogue as suggested above.

6. Library and reading rooms—work out simple schemes for encouraging local groups, forces, units and other such bodies to set up and support such community centres. The Kerala experience of setting up a network of libraries, reading centres in every village has been a model which is worth trying to replicate.

7. Working towards setting up committees of learners through the network of local Adult Education and NGO groups—leading up to local, regional and national level learner conferences in the International Literacy Year—1990.

8. Influencing media at local and national levels to project the reality of the situation and also to give space to the success stories wherever we find them,—also to give prominence to learners and their perceptions, rather than always from the point of view of the organisers and managers!

9. Focus on Women—despite attempts, there is need for much more sustained and sensitive work in the field of literacy and adult education with womens groups. This forum could make a concrete beginning by identifying non-traditional groups working with women and involve them in an ongoing dialogue-sharing experiences and insights with a view to giving a new dynamism and impetus to this field. □

## Woman—A Resource in Development

Development is one of the highest relevance in the world where the biggest problem still is poverty. Now there are various thinkings regarding poverty parameters, beyond economic poverty. These may be health, nutrition, education, social, cultural, political and administrative and demographic set ups. Current frame work of national development recognises women as a unique power unit and a potential resource which needs to be developed for the all round development of the society. This is much more true in case of rural women.

The perception of the status of rural women is strongly conditioned by overall socio-economic, cultural, educational, political and demographic situations prevailing in the society. These are basic but major parameters which have direct effect on the status of rural women. In this paper an attempt is made to visualise women's unique position in the development process and what could possibly be done to mobilize, organize and develop them so that they can recognise and avail their role, rights and opportunities for better living in the society. The trend analysis indicates that women are constantly attracting attention; and especially after international women's year (1975), they have become an object of much study and a new focus for development projects. But even after one and a half decade, the output remains the same in much of the third world.

### **The Present Scenario**

A brief review of her existing roles and conditions which have resulted in poverty and hinderance in the developmental process is presented here under :

#### *Women in Home and Farm*

Women are the world's caretakers of the home and the majority of them work with little or no financial reward for as many as 13 to 16 hours

a day. There is no denying to the fact that they perform a variety of tasks without which families and communities would simply collapse. They grow and prepare food, often walk several kilometers to obtain water for drinking and other household needs, take care of family health, clothing, animals etc. They play a significant role in farming operations, farm decision making and also as dynamic farmers. They have very tight schedule since morning to evening and hardly get time or the opportunity to seek education and training (UNICEF News, 1985). The number of households in the world that are headed by women is increasing which tend to have lower income, more children and fewer secondary source of income than men headed households. As a result, women are left with heavy responsibilities (UNICEF NEWS, 1985).

### *Women and Health*

Women begin life with a great chance of survival than men but loose it quickly. Overall mortality rates of birth for girl is lower than those for boys and equal to those of boys between the age of one and two. But by the time they reach five, girls infant mortality rates run double than those of boys. This is mainly because in allocation of food and health care, boys get most of the attention.

### *Women and Employment*

Many women have neither the education nor the skills to work in formal wage paying jobs. They turn to more informal ways of earning the money which they need for themselves, their children and/or to supplement the family income. Although the work force participation rate in rural India is significantly higher i.e. 34.8% as against 29.2% in urban areas (census of India, 1981), yet the per capita income of rural people is nearly two third of the urban people. This reflects the appalling state of low production in rural areas. In India 86.43% of the total women labour force are engaged in agriculture and the rest in industries and other areas. In Haryana, these figures are 85.98 and 14.02 per cent (census of India, 1981).

### **Suggestive Integrated Systems Approach**

The existing conditions can be transformed through an integrated system's approach with a three dimensional focus i.e. mobilization, organisation and development of women as a human resource.

(i) *Mobilizing the women* : It can be done through self initiated efforts, power of persuasion as in voluntary organisations, overlooking of private gains to get social good, crossing road with vision and illusion, working together with team spirit, conciousness for educational and

attitudinal changes, germinating seeds of self reliance through income generating projects suited to local conditions, removing the social development barriers by identifying the problem rather than the symptoms, looking or searching out better ways and developing means for group dynamism and participation. Community participation approach along with feeling of cluster approach can help in developing better opportunities for change.

(ii) *Organising the Women* : Many of the problems which need to be overcome have their origin in their relationship with other members of their own community i.e. women folk. These connections between poor women and those in power are a key to significant change. Even relationship among poor women count for this purpose.

(iii) *Managing and Developing their Resources* : The effective management and development of their resources i.e. their abilities, interests, skills and other potentialities are of paramount importance for the mobilization and development process of rural women. Surprisingly, the rate of skill formation among females in rural areas has been estimated at 3.3% in the 27th round of NSS for the reference period October, 1972 to Sept. 1973. Thus about 97% of females in rural areas are without skills when the skills are defined to include weaving, shoe making, basket making, mud house making, house making, carpentry, blacksmithy and various other handicrafts (Lakdawala, 1978). This is a core fact which needs to be accepted and calls for action component in this area.

As has been observed in the past, unfortunately women are not the target group for input of modern innovation and technology. Thus development in context of more production has been hindered in every sphere. Therefore, an effective planning of extension programmes for rural women which should include training suitable for local conditions, development of appropriate technologies to reduce the drudgery and utilization of available time and energy to the maximum limits, needs to be carried out. Adequately trained personnel should be deputed for the cause. Problem oriented, accurate and scientific contents should be transmitted to them through appropriate methods to achieve the ultimate aim of development. The key to successful implementation of development programme lies with the fact women should be a party to development programmes rather than merely a point for welfare. □

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# A Study on Motivational Change of the Learners through Song and Drama Programme

## Introduction

Several techniques are being adopted for implementing adult education programmes in order to motivate adult learners. This facilitates their participation in the social process, in which the media plays a vital role in spreading the message among the people in the village.

Communication is the process of passing information with understanding and any media, if properly structured will perform the above function properly.

Media is used for carrying the messages to a destination and is apt to state that we live in a world of media. We are visual culture, living in an environment where messages are imparted by media of everykind. And through experience we have grown increasingly sophisticated in the way we both witness and contribute to the communicational envelop, which surrounds us. In the multi-media approach there is a mutual reinforcement by different media so that communication of the message gets added support. Sufficient channels of communication are blended together to

achieve on optional integration of knowledge and objectives with a balance part of an overall education strategy and the same media may be part of a number of different systems. Programme explained through media to adult will benefit them. The underlying purpose is to motivate adults functional literacy programmes.

Media can be classified broadly into three categories

- a. Broadcast media.
- b. Print media
- c. Interpersonal communication\*

in which cultural programme like song, drama and dance which could be used effectively to motivate the learners.

The Department of Adult and Continuing Education, University of Madras, organised a series of Drama programmes to increase the level of motivation of learners enrolled at the 30 centres (89-90) through cultural programme.

In February 1989 the song and dance division of the Government of India was requested to perform a series of programme in eight villages where the University department is running adult education centres, as the following details.

TABLE 1

**Detail of Drama Programme arranged**

<i>Sl. No.</i>	<i>Date</i>	<i>Village</i>	<i>Name of the Drama</i>	<i>Number of beneficiaries</i>
1.	13.3.89	Thirumanam	Kudumba vilakku	1,200
2.	14.3.83	Vailanellur	„	1,000
3.	15.3.89	Kavalchery	„	750
4.	16.3.89	Chattram	„	750
5.	17.3.89	Chokkanallur	„	1,500
6.	18.3.89	Parriwakkam	„	800
7.	19.3.89	Chenerkuppam	„	1,000
8.	20.3.89	Meppur	„	1,200

\*Jayagopal R., et-al "The study of the Impact of Multi-media Forum on adult learning and attitude at some of the selected villages in the District of Chingleput in Tamil Nadu through participatory approach—1989 U.G.C. Media Research Project Report—1988,

Consequent to showing the drama programmes, it has felt that a study should be undertaken to find out the impact of the drama programmes on learners. Hence the present study and the objectives of the study are spelt out which are as under.

### Objectives of the study

This study is aimed at investigating the changes in the level of motivation among adult learners under the area development approach after the drama programme.

This study has specifically attempted to find out the following :

1. Whether there was improvement in learners attendance.
2. Whether their knowledge was increased through the drama programme.
3. Whether the level of motivation was increased in the adult education centres after an exposure of drama programme.
4. Whether the learners adopt any new habits as a result of seeing the drama.

### Limitation and methods used

This study was limited to the learners living in the area covered by area development scheme. The size of the sample was 22 adult learners.

TABLE II

### The particulars of the centres selected

<i>Sl. No.</i>	<i>Name of the Village</i>	<i>Total No. of centres selected</i>	<i>Total No. of centres run at the village/s</i>
1.	Thirumanam	5	10
2.	Vailanellur and Kothapalayam	2	4
3.	Chokkanallur	2	4
4.	Chattram	1	1
5.	Kavalcherry	1	1
	Total	11	20

Purposive sampling technique was adopted in selecting the centres out of the 30 centres conducted by the Department of Adult and Continuing

Education, 5 centres from Thirumanam colony, 2 centres from Vailanellur and Kathapalyam village 2 centres from Chokkanallur and all the 2 centres were selected from Kavalcherry colony and Chattram colony. (Where only one centre is being conducted in each colony).

Altogether 11 centres were selected for this study through lot method.

### Selection of the learners for the study

Only two learners were selected in each centres by lot method and thus totally 22 learners were selected from all centres.

10 (45%) learners out of 22 were in the age group of 15-20. 6 (27%) learners were in the age group of 21-30.

TABLE III

### Age-wise distribution of the learners who attended the drama programme

<i>Sl. No.</i>	<i>Age group</i>	<i>No. of learners</i>
1.	15-20	10
2.	21-30	6
3.	31-35	5
4.	36-40	1
	Total	22

5 (23%) learners were in the age group of 31-35 and only one learner was in the age group of 36-40.

TABLE IV

### Occupational distribution of learners

<i>Sl. No.</i>	<i>Items</i>	<i>No. of respondents</i>
1.	Agricultural labourer	20
2.	Housewives	2

20 (91%) learners out of 22 were agricultural labourers and 2 (9%) learners were housewives.

### Tools used for the study

An interview schedule was constructed to find out the change in the

level of motivation of the learners through the drama programme. 6 items were included in the interview schedule.

### Analysis of Interpretation

First, when asked about the learners as to whether they saw the drama programme from the beginning to the end, 20 (91%) learners had stated that they saw the programme from the beginning to the end and 2 (9%) learners said that they did not see the whole programme.

To the second question "when did you join the centre" the response was that all the 22 (100%) learners were enrolled quite earlier and what they meant was that at the time of the drama programme they were on the attendance roster.

To the third question "whether motivation increased after the drama programme?" 20 (91%) learners stated that as a result of seeing the programme they developed interest to learn literacy through the adult education centres. 2 (9%) learners said that they did not see any change in their motivation after the drama programme.

### Important message learnt by the learners through drama

16 learners (out of 22) have acquired knowledge about adult education and its importance, 5 learners have learned about small saving, 5 learners have learned about the bad effects of drinking, one learnt about the evils of dowry and its illegality, 2 learners have learned about National Integration. Only one learner learnt about family planning and 4 learners have forgotten the message acquired through dance and drama programme.

TABLE V

Distribution of dimension towards which favourable expression was noted by the respondent (Multiple response)

Sl. No.	Name of dimension towards which favourable expression was noted by the respondent	No. of the respondents
1.	Family planning	1
2.	Adult Education and its importance	16
3.	Small saving	5
4.	Bad effects of drinking	5
5.	Dowry is legally wrong	1
6.	National integration	2
7.	No response	4
	Total	34

## What did they learn?

4 (18%) learners out of 22 did not say anything and rest of them (82%) have expressed their positive attitude towards the content expressed through song and drama programme. The respondents have expressed their positive feeling towards the following.

1. Saving assures better future.
2. Reading and writing makes a person independent.
3. Understood the bad effects of drinking.
4. Learning is good for life.
5. Asking dowry is legally wrong.
6. Education of children and small family norms are very important.
7. Understood the plight of the illiterates in the society.
8. Education provides greater mobility.
9. We can know about some small industry if we attend the adult education centres.

TABLE VI

### Adoption of mesasage by the learners (multiple response)

<i>Sl. No.</i>	<i>Items</i>	<i>Number of respondents</i>
1.	Small savings	9
2.	Adult education	13
3.	Small family norms	1
4.	No response	4
	Total	27

The above table indicates that 9 (33%) learners have started to adopt small saving. 13 (48%) learners accepted the concept of adult education. Only one (4%) learner is interested in family planning and rest of 4 (14%) learners have not adopted anything so far.

### Learners attendance status

7 (32%) learners have shown improvement in their attendance. There is no change among 9 (44%) learners in their attendance. The attendance has decreased among 6 learners (27%) due to some reasons.

## Findings

The objectives of this study was to find out the change in the level of motivation through the drama programme which was conducted by the Department of Adult and Continuing education, University of Madras, in collaboration with Song and Drama Division, Government of India in the area development programme.

### The following are the major findings of the study

As a result of witnessing the Drama programmes :

- a. The learners are adopting new habits in their life.
- b. 91% of the learners motivation has increased after witnessing the drama programme (refer table 1-5).
- c. 82% of the learners knowledge has improved through drama programme.
- d. 32% of the learners' attendance has improved after witnessing the drama.

The study was conducted 15 days after the drama programme. An attempt was made to scrutinise the attendance of the learners who have viewed the programme for purposive of motivation. It is observed that at least 25% of the learners have started attending the centre regularly, which is an indication of motivation and learning of some concepts through drama. □

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# Operationalising Community Theatre for Development—The University of Sierra Leone Model

## Introduction

One major reason for the “failure” of development programmes in the Third World is that development messages hardly reach the programme beneficiaries. Traditional communication modes in development work are largely top-down, directive and authoritarian because extension workers, trained as constructed technocrats, often assume the paternalistic and doctrinaire “I-know-what-is-best-for-you” stance. This has often led to much, and at times stout, opposition on the part of the beneficiaries. A usually held belief among development workers is that villagers do not like change and offer resistance to whatever plans are made for their development. Another stereotype is that villagers are lazy, stupid, incapable of either attaining or realising higher standards of living. In short, villagers are ultra-conservative, steeped in tradition and homned in by custom, lacking in motivation and incentive and have no ability to make wise decisions.<sup>1</sup> Sociological and anthropological studies have debunked this myth. The yawning gap between the change agents and the villagers with whom, and not for whom, they work must be bridged in order to promote dialogue and genuine participation and foster better understanding and mutual confidence.

In its extra-mural/outreach programmes in Community Education and Mobilization, the Institute of Adult Education and Extra-Mural Studies, Fourah Bay College, University of Sierra Leone, has since 1986 mounted a series of orientation and training workshops for village workers in the Theory and Practice of participatory research (PR) Community/Popular Theatre for Development. This new genre of theatre has the potential of

being a 2-way, interpersonal and appropriate technology (AT) grassroots development communication medium with in-built feedback mechanisms. Using the people's language, the people's idiom and their performing arts, it deals with problems of direct relevance to their socio-economic and other realities.

For close to two decades, drama has been increasingly used in the developing world to conscientize and mobilize marginalised groups—those who have been denied access to the more conventional forms of mass media. The theatre by its peculiar nature and particularly because of its communality can provide a graphic and vivid forum where dialogue can take place without the attendant antagonisms that might well result in real situations.

## 2. Workshop Objectives

Some of the workshop objectives have been<sup>2</sup> :—

- a. to teach participants to respect villagers, to listen to them, to learn about their problems and together with them to create dramatizations so as to involve the villagers in community introspection, problem analysis and collective action.
- b. to conduct "hands-on" PR sessions in village-based theatre involving the participants in *establishing rapport, mutual understanding and confidence with the villagers, problem identification, data collection and analysis, performance design, drama making, dramatizations and "swop" performances, pre- and post-performance discussions, evaluation (summative and impact) and follow-up strategies and*
- c. to stimulate village communities by means of dramatizations to initiate discussions and follow-up action to solve their identified community problems.

## 3. Participation

There are four categories of workshop participants viz : —

- (a) Development workers and theatre activists (WPs).
- (b) Resource Persons selected for their expertise, perceptiveness and adaptability (RPs).
- (c) Local Liaison Persons (LLPs) selected by the villagers for their knowledge and understanding of the socio-economic and other realities of their respective villages.
- (d) Village Participants (VPs) selected by the villagers for their interest, motivation and commitment to village and community development.

#### **4. Exploratory/Preparatory Trips<sup>3</sup>**

3 exploratory/preparatory trips are made to the workshop headquarters and the operational villages to :

- (a) acquaint the Paramount Chief/Headman, Elders and Community members with the rationale, objectives and methodologies of the workshop.
- (b) Prepare the minds of the villagers for the workshop.
- (c) To solicit the genuine and optimal support and participation of the entire operational villages at every stage in the holistic workshop process.
- (d) arrange for board and lodge and
- (e) select, together with the Paramount Chief/Headman, Elders, the operational villages and the Local Liaison Persons.

#### **5. Selection of Local Liaison Persons**

The Local Liaison Persons play an intermediary role between the Organisers and the villagers. Their main functions are to :—

- (a) organise the villagers to undertake development programmes based on the solutions to the problems highlighted in the “grand performances” at the end of the 2-week workshop.
- (b) cooperate and collaborate with development agencies to ensure that the momentum of the workshop is sustained.
- (c) evaluate, together with the organisers and the villagers, the impact of the workshop, and
- (d) continue to encourage the villagers to use participatory drama as a strategy for problem identification, data analysis and collective community action.

#### **6. Selection of Workshop Operational Villages**

These are usually three villages environing the workshop headquarters and not more than 3 miles away. At a review workshop held in August/September 1987 in Bumph in the Southern Province, it was decided that the workshop headquarters should be one of the operational villages and should be the place where the Paramount Chief of Headman resided. The other workshop villages should be selected jointly with the Chief/Headman and his Elders.

#### **7. Community Theatre is Participatory Research**

In recent years, a new consciousness has dawned among social scientists and within groups long used as objects of social science research.

In response to the crisis faced by dominant conventional models, various alternatives have been propounded, among them participatory/action research. These alternatives can be gleaned in the works of Blumest, Glaser and Strauss, Pilsworth and Ruddock, Swantz and Malya, Freire and the de Olivieras.<sup>4</sup>

Participatory Research has been described as a 3-pronged activity—an approach to social investigation with the full and active participation of the “researched” community at every stage of the research process, a means for taking action for development and an educational process of mobilization. “Participatory research is a combination of education, research and action so intertwined that the three components cannot really be separated from each other or approached serially.”<sup>5</sup> In short, it consists of 3 interrelated and interdependent processes namely :

- (a) *collective identification* of community problems and issues with the programme beneficiaries.
- (b) *collective analysis* in which the people develop a better understanding not only of the problems in hand, but also of the underlying structural causes of the problems.
- (c) *collective action* by the community aimed at short-term as well as long-term solutions to the problems. The 3 interrelated processes in participatory research are related to the 3 functional and existential questions in the Freirean process of CONSCIENTIZATION, namely :—
  - (i) what are the problems in our current situation ?  
(NAMING)
  - (ii) Why do the problems exist ? (REFLECTION)
  - (iii) How can we rid ourselves of the problems ?  
(ACTION/PRAxis)<sup>6</sup>

## 8. Workshop Timetable (Day 1-Day-15)

### Sunday Day 1

Arrival and welcome of workshop participants—Finalisation of draft programme. Ice breaking and warming up.

### Monday Day 2

Exploring the workshop headquarters. Resource Persons introduce participants to main elements of African performing arts—music, singing, dancing, drumming and miming.

### **Tuesday Day 3**

Opening of workshop. Participants and Resource Persons are grouped in 3 groups and depart for the 3 operational villages.

### **Wednesday Day 4**

Participatory research begins.<sup>7</sup> Solvable community problems are jointly identified and prioritized by the "researchers" and the "researched".

### **Thursday Day 5**

Village participants are selected. Data are jointly analysed, story lines formed and dramas are improvised.

### **Friday Day 6**

Rehearsals and rehearsals.

### **Saturday Day 7**

Dress rehearsals and performance of 1st set of dramatizations—the "problem" plays which highlight the identified community problems, Post-performance discussions.

### **Sunday Day 8**

Mid-workshop plenary in workshop headquarters—a look back and a look ahead. "Swop."<sup>8</sup> performances and post-"swop" performance discussions.

### **Monday Day 9 to**

### **Tuesday Day 10**

Joint working out of solutions to problems highlighted in "problem" plays. Story lines formed and 2nd set of plays ("solution" plays) improvised. Rehearsals.

### **Wednesday Day 11**

Dress rehearsals and "solution" plays staged.

### **Thursday Day 12**

"Swop" performances and post-"swop" performance discussions.

### **Friday Day 13**

Grand performances (blends of "problem" and "solution" plays) staged in workshop headquarters. Post-Grand performance discussions.

### **Saturday Day 14**

Plenary—group reports, resolutions, recommendations, conclusions. Evaluation and workshop follow-up strategies.

### **Sunday Day 15**

Departure of participants.

## **9. Post-Workshop/Development Activities**

Organisers and the participating communities at the instance of the Local Liaison Persons undertake development programmes together with development agencies operating in the area. Local community development organisations are established to promote village development. Participatory research theatre groups are formed, coordinated by the Local Liaison Persons to stage development-oriented plays. Participatory Evaluation (PE) of development programmes are carried out jointly by Organisers and participating communities.

## **10. Some workshop lessons<sup>10</sup>**

- (a) Community Theatre for Development requires absolute and unconditional respect for the "native" intelligence of the villagers and demands patient listening to the village Elders and members as they identify, analyse and attempt to offer solutions to the problems. If used as a liberating and not as a domesticating and propagandist, mode, it can be a powerful tool for community education, mobilization and development.
- (b) Villagers may be illiterate in English (why English?) but they are certainly not ignorant, stupid or unintelligent. The equation ILLITERACY=IGNORANCE in the context of Community Theatre is most erroneous.
- (c) One does not need to be literate to actively and functionally participate in the new genre of theatre for his own development.
- (d) Community Theatre is a holistic teaching and learning process and it is an educational, mobilizational, enabling and empowering development tool.
- (e) It can breed inter—as well as intra—village solidarity and unity most conspicuously observed in the "swop" performances.

## **11. Conclusion**

Our experience has clearly shown that no Community/Popular Theatre model can be prescriptive, for there are many and various ways of

operationalising the process. Community Theatre is not transferrable from one country to another nor from one region to another. It simply cannot be plunged into another context. It is a highly complex and scientific process and needs to be carefully tailored to suit any given situation.

The experiences of INSTADEX are an eloquent testimony to the fact that using the people's language, idiom and performing arts can be a potent medium for generating community involvement in the painstakingly difficult and long process of participatory grassroots development.

Our final goal is to ensure that the theatrical and cultural activities form an integral part of our people's community life mirroring their aspirations and codifying their total psyche. The control of this very powerful medium will then be in the hands of the people.<sup>11</sup> That is truly people's theatre, a theatre aimed at using culture to engender and catalyse the process of change and development.

"We'd like people at the end of our shows not only to be a little more aware and informed, but more alive and capable of handling the world we've been showing. In other words, we'd like, through our theatre, to set people up and not put them down."<sup>12</sup>

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4. See among others :—
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7. The Institute's workshop participants have used the following research methods for information gathering/data collection :—
- (a) The Flooding Technique.
- (b) The Homestead method.
- (c) The Interview method and
- (d) The Performance Technique.
- On others see, Eyoh, H.N. *Hammocks To Bridges* 1986. Report of the Workshop on *Theatre for Integrated Rural Development*, Kumba, Cameroon 1=16 December, 1984, pp. 52 and 53.
8. Group 1 performs in village 2, group 2 in village 3 and group 3 performs in village 1.
9. Group 3 performs in village 2, group 2 in village 1 and group 1 in village 3.
10. For an elaboration, see Malamah-Thomas, D.H. "Where Education Begins and Entertainment Continues—The Telu Workshop Experience," *International Journal of University Adult Education*, Vol XXVI, No. 2, July 1987, pp. 17-31. □

# A Study of Occupational Needs of Rural Adult Illiterates in Garhwal, U.P.

Since last decade, due emphasis has been given to Adult Education programme. The programme has three main components; viz Literacy, Awareness and Functionality. In adult education programme high priority is being given to functional development of the learners. In specific term functional development implies the acquisition of various skills by the adult learners so that they could upgrade their occupational or vocational skills, as well as raise their general level of comprehension thereby capacitating them to improving their work situation, socio-economic status in life and their general well being. The triple-components of the programme may be

said to have been aimed at human resource development at tripartite levels : cognition, affectation and psycho-motor.

The Hill region of Garhwal is geographically, culturally and socio-economically quite different from that of plains. Hill conditions and the occupational needs of the rural hill area need special studies in planning adult education programmes, otherwise the progress in this respect will remain slack and slow. Before we proceed any further, it will be proper to define as to what does the term 'occupational needs' stands for. Simply defined, it means 'any facility, situation or service perceived to be necessary for initiating, sustaining and motivating the occupational effort of an individual can be characterised as occupational needs'.

The present study was undertaken on 'occupational needs of the rural adult illiterates in Garhwal, U.P.'

### **Objectives of the Study**

The objectives of the study undertaken may be outlined as under :

#### **A. Main Objectives :**

1. To identify different occupational needs of the rural male and female adult illiterates of Garhwal.
2. To find out difference between occupational needs of adult male and female illiterates respectively.
3. To give suggestions as to how to meet out their occupational needs, so that their occupational status may be upgraded.

#### **B. Subsidiary Objectives :**

1. To identify different types of occupations in which rural male and female adult illiterates of Garhwal are involved.
2. To find out level of satisfaction in different types of occupations of the rural adult illiterates.
3. To find out reasons behind their inability to start some new jobs or self-employment.

### **Sample**

The sample of the present study consisted of randomly selected 206 respondents (84 males and 122 females) from different villages of chauras patti in Kirtinagar development block of Tehri district.

## Tool

As the adult illiterates were to constitute bulk of our respondents, the personal-interview-cum-schedule technique was considered to be most suited for the purpose. Keeping this in view, a tool was developed in the form of a Schedule. Different questions were asked to ensure proper response of the respondents, related to their occupational status.

## Results and Interpretations

On the basis of data collected and statistically analysed, the results are presented in the following tables :

TABLE I

### Occupational Profile

<i>Occupation</i>	<i>Male</i>	<i>Female</i>
Agriculture	62 (73.8%)	112 (91.8%)
Services	14 (16.6%)	10 (8.2%)
Self-employment	8 (9.6%)	0 (0%)
	84	122

The occupational distribution of the respondents at table-1 indicates too much dependence on agriculture in rural area and that most of the male (73.8%) and female (91.8%) adult illiterates are engaged in agricultural

TABLE 2

### Satisfaction From Agriculture vs Type of Farming

<i>Level of satisfacton.</i>	<i>Type of Farming</i>			<i>Total</i>
	<i>Modern</i>	<i>Less Modern</i>	<i>Traditional</i>	
Satisfied	5	7	2	14 (8%)
Less Satisfied	2	41	36	79 (45.5%)
Not Satisfied	0	20	61	81 (46.5%)
	7 (4.2%)	68 (39%)	99 (56.8%)	174

work. Table also reveals that males have greater involvement in comparison to females in services (unorganised sector) and self-employment.

Table-2 reveals that majority of the respondents either not satisfied (46.5%) or less satisfied (45.5%) through income generated out of their agricultural produce. The remarkable feature is that persons of these categories are doing agriculture by either adopting traditional (56.8%) or less modern method (39%).

TABLE 3

### Occupation other than Agriculture

Occupation	Level of Satisfaction			Whether Need orientation in their occupation	
	Satisfied	Less Satisfied	Not Satisfied	Yes	No
Service	4 (16.6%)	8 (33.4%)	12 (50%)	16 (66.6%)	8 (33.4%)
Self-employment	1 (12.5%)	3 (37.5%)	4 (50%)	7 (87.5%)	1 (12.5%)

Table 3 shows the statistical position of male and female respondents engaged in some service of self-employment. It reveals that a large portion of them were either not satisfied or less satisfied with income generated out of their work. In order to upgrade their income generated through occupation other than agriculture, quite a large number of respondents (male 66.6% and female 87.5%) expressed their willingness for their exposure to some sort of orientation programmes related to their respective occupation.

TABLE 4

### Willingness to start some new Jobs and Self-employment

Sex	Yes	No.	Not responded
Male	50 (59.5%)	26 (30.9%)	8 (9.5%)
Female	14 (11.5%)	39 (31.9%)	69 (56.6%)

Table 4 shows that 59.5 percent male respondents were willing to start some new jobs or try their hands at self-employment, but the percentage of the willing women is very small (11.5%). Table also reveals that 56.6 percent female respondents were unable to respond. The reason behind

inability to respond by a large size of women folk were bound to be their general lack of knowledge and clear vision about different income generating resources specially suited for them.

TABLE 5

**Reason of Inability to Start New Jobs**

<i>Reason</i>	<i>Male</i>	<i>Female</i>
Lack of money	30 (60%)	4 (28.6%)
Lack of skill	8 (16%)	1 (7.1%)
Lack of knowledge	12 (24%)	9 (64.3%)
	50	14

Table 5 reveals that 60 percent respondents out of the 50 willing male, expressed their inability to start a new job due to the lack of money, but in case of female, lack of knowledge was the main obstacle. In them cognition gap was considerable.

**Conclusion**

On the basis of the above results and interpretations following conclusions may be stated :

The main occupation of rural male and female in Garhwal is agriculture. Agriculture in the hill area is female-dominated. But due to their illiteracy and unawareness, they are bound to adopt tiring and toil-some traditional or less modern agricultural techniques. They are either not at all satisfied or less satisfied with their agricultural produce. The apparent result of this situation is that the agriculture in the area has become labour-intensive yet least productive. What one could infer from the above situation is that the inhabitants of the hill area need to be provided the knowledge and demonstration of modern farming techniques such as soil-testing, high-yielding varieties and the scientific uses of seeds, fertilizers, pesticides, water etc. in a simplified way. The functionaries of the adult education programme may seek coordination and help of the concerned developmental agencies and thereby assist the hill farmers by imparting them knowledge regarding resources, availability of various agriculture inputs, modes of securing assistance and credit facilities etc. The traditional practice of hill farmers of growing food-grains also needs to be gradually replaced by cash-crops, medicinal crops, horticulture and tree-farming etc.

Apart from agriculture, involvement of the inhabitants of hill area, specially of women in other occupation is very less. The component of functional development of occupational skill and know-now needs to be emphasised to involve them in some suitable occupations so that they may become more productive member of the family. In this connection, rural women need special attention. Some of the jobs suited for the women may be identified thus : dairy-farming, poultry-farming, bee-keeping, carpet-making, chair-canning, tailoring, envelop-making, spices grinding, packing, spinning, rope-making and so on. For ensuring the maximum involvement of the rural persons specially women in occupation other than agriculture, it is necessary to strengthen the functioning of adult education centres through linking their activities with various development departments.

Study also reveals that due to the lack of knowledge and skill, the level of occupational satisfaction of both men and women who is involved in some jobs is less. This shows that there is an urgent need of organising different orientation programmes for the inhabitants of the rural areas for their skill development.

For the interested male respondents, lack of money was found to be the common cause behind their inability to start some new jobs or enter a new occupation. This clearly indicates that these willing persons need proper exposure to different loan extending agencies and knowledge of norms and procedure to get financial assistance whereby they would be in a position to start their desired occupations and upgrade their standard of living. But in case of women, lack of knowledge was found to be the main obstacle in abstaining willing women to start new jobs or step to a self-employment scheme. This situation clearly justifies that these women should be provided with sufficient and relevant knowledge and information about the different developmental programmes and norms and procedures of the various loan extending agencies through which they can be benefited.

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# Adult Education News

## Golden Jubilee Conference of Indian Adult Education Association

The four-day Golden Jubilee Conference of the Indian Adult Education Association, held in New Delhi on May 22-25, 1989, discussed various aspects of Adult Education. Several eminent men and women participated in the Conference and helped it to come to grip with what Adult Education should do to improve the quality of life of the people.

Inaugurating it, the Energy Minister, Shri Vasant Sathe called for great steps to check the drop-out rate right from the primary school level to eradicate illiteracy and spread education in the country.

Shri Sathe said that poverty was a major cause for drop-outs and was thwarting all the efforts for eradicating illiteracy in the country.

He suggested the introduction of free mid-day meal to poor children as an incentive and also the revival of 'each-one-teach one' scheme in which each student should impart whatever he learnt at school to the people at his home.

Stressing upon village as a unit, Shri Sathe said use of science for progress was possible by taking modern electronics into villages and disseminating education through this channel. The concept of "electronic villages" was a sure way of spreading literacy.

Shri Sam Pitroda, Technical Adviser to the Prime Minister also addressed the Conference. He said that human resource development was important and it should be given top priority. He said that NLM is a software mission and to comprehend it fully was a difficult task. He feared that adult education programme was not progressing at the required pace and urged that more action is needed than talks. He said that unless this programme becomes a people's movement, it would be difficult to eradicate illiteracy in the next two decades.

Dr. L.M. Singhvi, noted Jurist and Chairman of the Reception Committee in his address said that Adult Education is still in its infancy because it has not been given the required priority in educational programmes in the country's development plans.

Earlier, Shri B.S. Garg, President, Indian Adult Education Association, welcomed the Chief Guest and the participants.

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

Seven books brought out by the Indian Adult Education Association on the occasion were released by Shri Sathe. He also unveiled the portrait of Dr. Mohan Sinha Mehta, who was President of the Indian Adult Education Association during 1958-74.

Earlier, in the day, a Literacy March was organised from Rajghat to the IAEA premises at Indraprastha Estate. About 400 adult educators from all over India participated in this March to promote Adult Education in the country.

#### **Seminar on National Literacy Mission (NLM)**

Prof. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapeeth who presided over the Seminar on National Literacy Mission said that the country has already lost 40 precious years in preparing a programme for eradication of illiteracy and we should not wait any more and all out efforts should be made to remove illiteracy in the shortest possible time. Prof. Parikh said that educational institutions, voluntary organisations should provide support for the successful implementation of the National Literacy Mission.

Shri Anil K. Sinha, Director, Directorate of Adult Education, Ministry of Human Resource Development gave a presentation of N.L.M. with the help of slides. He talked about scope, contents and methodology of the N.L.M.

Shri L. Mishra, Joint Secretary (Adult Education) Ministry of Human Resource Development and Director-General, National Literacy Mission said that the N.L.M. has been launched with new thrust, and new impatience. He said that by the turn of the century there will be 500 million illiterates in the country and 300 million will be in the 15+age-group. This, he said, is a great stigma on us and we would not like to enter the 21st century with such a large illiterate people.

Shri Mishra said that N.L.M. cannot be left as a programme funded and controlled by the Government. It can achieve its objectives if it becomes a people's movement, he said. He suggested that all voluntary organisations, government departments, educational institutions, teachers, students, youth and ex-service-men should join hands to remove the blot of illiteracy from the country.

Shri Mishra talked about the limitations of the existing centre-based approach, which, he said, should not be perpetuated for all time to come. He pointed out the advantages of the massification of the programme and cited the example of Gujarat Kerala and Karnataka.

Shri Mishra said the technology in this mission meant developing new methods and techniques to impart literacy and to sustain it over a long time. He also stressed the need to produce bi-lingual primers and rapid literacy techniques.

Dr. K S. Pillai, Director, Centre for Adult and Continuing Education, University of Kerala expressed the hope that India will succeed in eradicating illiteracy. He said that the N.L.M. has created the necessary climate for eradication of illiteracy and the programmes envisaged in the N.L.M., if accurately and properly implemented, will achieve the desired results. Dr. Pillai pleaded that the present defect in the monitoring and evaluation of the programme should be removed. He suggested achieving a minimum target of 60 per cent or more of literacy by 1991. This, he said, would be achieved if all voluntary organisations, educational institutions and retired persons are harnessed for making the people literate.

#### **Symposium on Adult Education in 1990s**

Shri Anil Bordia, Secretary in the Department of Education, Ministry of Human Resource Development, Government of India participating in the Symposium on Adult Education in the 1990s said that primary and adult education should be correlated if a dent is to be made in the eradication of illiteracy in the next decade. He said that women's empowerment should be the main emphasis in the 1990s. Shri Bordia said that a pilot programme of Mahila Samakhya is being started in different parts of the country to give empowerment to women.

He said that post-literacy and continuing education would be a major thrust during the next decade. Shri Bordia said that adult education should play an important role in creating an egalitarian society in the next decade.

Prof. Satya Bhushan, Director, National Institute of Educational Planning and Administration, (NIEPA) said that spread of education should be related to the economic growth of the country. He hoped that Jan Shikshan Nilayams will play an important role in providing continuing education opportunities for all.

Smt. Lalita Ramdas, Coordinator, International Task Force on Literacy (India Office), said the strengthening of infrastructure will give a boost to the adult education programme.

Prof. M.V. Mathur, former Vice-Chancellor of the University of Rajasthan, who presided over the symposium, said that professional enrichment should be the main task of adult education in 1990s. Updating of the knowledge of teachers, civil servants and others will add to the productivity and prosperity of the country. Prof. Mathur said that most of programmes are input oriented and they should be output oriented in the next decade.

He emphasised the need to employ retired army people in the adult education programme as they are disciplined lot and can contribute tremendously in promoting adult education in their areas. He asked the newspapers to provide one column or half column for neo-literates.

Prof. Mathur emphasised that the major objective of adult education during the next ten years should be to promote good citizenship. He said that if rich people becomes conscious of their social responsibilities, there would not be dearth of money for the great cause of adult education.

#### **Panel Discussion on Adult Education for Women and Weaker Sections**

Smt. Kamlini H. Bhansali, Vice-Chancellor, SNTD Women's University, Bombay, who presided over the discussion on Adult Education for Women and Weaker sections, raised serious concern and said that only 24% of women in India were literate and that literacy percentage of women in U.P., the largest State in the country, was only 14.42. The panelists in the discussion were Smt. Vidyaben Shah, President Indian Council for Child Welfare, Kum Surrinder Saini, President, Delhi Unit of Bharat Sewak Samaj and Prof. Sarojini Bisaria of N.C.E.R.T.

The participants felt that most of the Government schemes on Adult Education do not get the desired results because of the poor coordination among the various agencies involved in the process and also due to the time involved in getting the sanctioned amount released for the purpose from the Government departments. The participants also felt that it was not proper to treat women separately and club with weaker section of the society. They felt that basic issue at present in our country was eradication of illiteracy and, therefore, it was not proper to differentiate between men and women.

The participants highlighted the fact that though at present 92 universities in our country including 5 women universities were engaged in projects related to adult education, their net contribution was not substantial. In the light of these facts, they pointed out that the role of voluntary agencies have resumed greater importance and it was expected that they should expand their role in the real way.

Amongst the important suggestions offered one was the decentralisation of power going down to the level of the village panchayats. It was

all the more important for the agencies working for the cause of adult education to work in close parlance with the panchayat bodies mainly because even now the village women feel shy of accepting any offer for attending classes by the Panchayats of their respective villages, the speakers pointed out.

Smt. Bhansali in her presidential remarks said that development of human potential would only come through women's empowerment and women's equality. Prof. Bhansali stated that adult education for men and women will have to be the same though the strategies implemented may be different to suit the requirements of these two. According to her, voluntary organisations and universities have an important role to play as catalysts in promoting adult education for women, SC, ST and weaker sections of the society.

#### **Symposium on Role of Voluntary Agencies/Universities/Colleges/Schools under N.L.M.**

Shri Tarlok Singh, former Member, Planning Commission emphasised the role of voluntary organisations in promoting literacy. According to him literacy was an important gradient of poverty alleviation programmes and therefore literacy should be interwoven with development programmes. The success of development programmes will depend on the involvement of large number of women in the development programmes. According to him, the share of voluntary organisations in eradication of illiteracy which was 10% in the 7th Plan, has to be suitably increased and all their problems about delays in giving of grants etc. have to be removed. The programmes of adult education will succeed if all grass-root level organisations like Panchayati Raj institutions/Municipalities/Cooperatives/Universities and Colleges, Voluntary organisations, Yuva Mandals and Mahila Mandals join hands and take up the initiative in villages and in slums of urban areas. The work of monitoring and evaluation should be taken up by colleges and universities which have the necessary skills.

Prof. K.D. Gangrade, Pro Vice-Chancellor, Delhi University pleaded for a suitable methodology for propagation of adult education. According to him, the technology development in the country should reach the grass-root level to improve the life-style of the people. Voluntary organisations must devote themselves towards serving the people. Programmes of skill development needed to be taken up as development inspired the participants and workers. It seems that the present approach is only figure-oriented and not people-oriented. Even the voluntary organisations are mostly grant oriented and often it is also felt that the political will is not adequate to the task.

Shri BS Garg, President, IAEA, pleaded for plans to be prepared at micro level and suitable action taken at the grass root level, a big plan at the national level alone will not achieve the desired results. According to him the voluntary organisations needed to be assisted and guided suitably so that they are able to make their contribution. Similarly, in the mass programme for adult education, students have a big role to play for which purpose they should be suitably inspired and motivated.

Dr. Rajesh Tandon, Coordinator, Society for Participatory Research in Asia (PRIA) pleaded for a mass movement for literacy which should be suitably funded, guided and encouraged by important people and the Government. He made a strong plea for the right to learn. He advocated a change in the development policy towards voluntary action in the country in order to maximise the voluntary contribution.

Prof. Amrik Singh, former Vice-Chancellor, Punjabi University drew attention to the many ups and downs in the adult education programme in India. According to him the university system could play a leading role if right type of people take interest in the adult education programmes. The NSS could be harnessed to the task of eradication of illiteracy with the good offices of Vice-Chancellors and teachers.

Prof. B. Ramachandra Rao, former Vice-Chairman, UGC drew attention to the present state of illiteracy, poverty, population explosion in the country. According to him the country would have been in a much happier situation if article 45 of the constitution had been fully achieved. He suggested that all public sector undertakings should make their employees literate. The electronic media could render valuable services.

The Chairman of the session, Dr. A.R. Kidwai, former Governor of Bihar emphasised the importance given to adult education in all committees and programmes of education starting from the national standing committee headed by Shri Jawaharlal Nehru and the subsequent education "Nai Taleem" committee headed by Dr. Zakir Husain in 1938. The country must get rid of poverty and illiteracy in order to achieve real success in the development front. It is a happy augury that the Panchayat system is being galvanised for action at the grass root level.

#### **Symposium on Adult Education and International Understanding**

Presiding over the Symposium on Adult Education and International Understanding, Dr. Prem Kirpal, former Education Secretary, Government of India and former Chairman of Unesco Executive Board said that the aim of adult education should be to help the learners to learn the world and not the word only. Adult Education, he said, should become part of life long education.

Dr. Kirpal said that the international understanding could be promoted through exploring the truth together. He said that through education the tension and conflict could be resolved peacefully. Adult Education, he said, should promote good citizenship, human values and culture of different countries.

According to Dr. Kirpal, institutions like UNESCO have played an important role in bringing people together of different countries along with promoting development. He said that adult education should promote national integration at the country level and bring out a new world based on mutual respect and understanding.

Fr. T.V. Kunnunkal, National Consultant, Open School, participating as a panelist said that creation of equality among people will go a long way in promoting international understanding. He said that the world has been divided into three parts—first, second and third and this has been done on the basis of the wealth. If we could provide a minimum of decent human condition to people, we could achieve international understanding. Fr. Kunnunkal said that it was difficult to promote international understanding when about half of the population in the country was below the poverty line. Attack on poverty and illiteracy would go a long way in promoting equality and international understanding, he said. Fr. Kunnunkal said that things, which have been discarded abroad, are being promoted in our country, and the main task of adult educators is to promote the culture and values which we have cherished for a long time in this country.

Shri J.C. Saxena said that we have spent a long time relentlessly in search of knowledge. But the present high rate of illiteracy in the country is lowering our image in the eyes of the world. Promotion of equality and providing need based information should be the main task before adult educators in the next decade, he said. Adult Education could foster international peace, goodwill and understanding through appropriate programmes.

Shri M.C. Nanavatty, consultant, social welfare and development in his address, said the subject of international understanding should be incorporated at all levels viz in the curriculum of neo-literates, the workers training and administrative policy formulation.

#### **Panel Discussion on Role of Jan Shikshan Nilayams as Community Education Centres**

Prof. P.N. Srivastava, Member, Planning Commission presiding over the Panel Discussion on Role of Jan Shikshan Nilayams (JSNs) as Community Education Centres said that for the success of the Nilayams it was very essential that the community gets involved in it. He said that we are

spending large sums on primary education, but the desired results have not been achieved. He suggested giving primary schools to the community.

Prof. Srivastava said that for the success of the JSN enthusiastic people are needed and the efforts should be to select those who can deliver the goods. He said that primary and adult education will get top priority in the 8th Five Year Plan. He suggested that the higher education should not be subsidized and people desirous of it should pay for it.

Earlier, Shri Anil Sinha, Director, Directorate of Adult Education, Govt. of India, said that the JSNs are being set up in the country to provide educational opportunities to all. He said that they will serve as community education centres if the community is fully involved in its programmes. Shri Sinha hoped that the various programmes of the JSNs will be in a position to create mass awakening among the people. With the setting up of JSNs the post-literacy and continuing education have been institutionalised in the country for the first time and these Nilayams, he hoped, will go a long way in promoting continuing education and checking the relapse into illiteracy.

A Symposium on Adult Education for Democracy and Citizenship Education was also organised in which Prof. C.J. Daswani of N.C.E.R.T., Prof. B.B. Mohanty of Indian Institute of Mass Communication and Treasurer, I.A.E.A. participated as resource persons.

On the last day, a Symposium on Role of Political Parties, Trade Unions, Cooperatives and Adult Education was also organised in which Shri Ram Lal Thakkar of INTUC, Dr. Dharm Vir, former Joint Director, International Cooperative Alliance, and Smt. M.M. Vaid, Deputy Director, National Cooperative Union of India participated as panelists.

#### Valedictory Function

Prof. S.N. Sinha, Vice-Chancellor, Rajasthan University, delivered the valedictory address. He said that film industry should be sensitised to incorporate the literacy message in terms of success stories so as to build a climate for literacy. He also stressed the need to motivate the youth from the educated community to become members of literacy brigade so as to teach the illiterate people in their leisure time.

Prof. Sinha pleaded for giving public recognition and incentives to volunteers as well as to teachers for their contribution to mass programme of functional literacy.

Over 300 delegates from different parts of the country attended the conference. Fraternal delegates from Bangladsh, Nepal, Pakistan and Sri Lanka also participated.

## **North Zone Conference on Adult Education**

The Indian Adult Education Association in collaboration with the State Resource Centre of the University of Kashmir organised a two-day North Zone Conference in Srinagar on June 1-2, 1989. The Conference was attended by 38 Adult Education functionaries from Jammu and Kashmir, Rajasthan and Delhi.

The working paper prepared by Shri J.C. Saxena, Hony. General Secretary, IAEA formed the basis for discussion. Dr. (Smt.) Asha Dixit, Vice-President of IAEA presided over the Conference. The Conference was attended among others by the Director-General of NLM, Shri L. Mishra, who clarified various points raised by adult education functionaries of the participating States. Among those who spoke on the occasion were Prof. Satya Bhushan, Director, NIEPA, Shri R.S. Kumat, President of the Rajasthan Adult Education Association, Education Commissioner of J&K, Joint Director (Adult Education) of the State Government, and Shri Ramesh Thanvi, Director, S.R.C., Rajasthan.

The participants felt that the timely release of grants can go a long way in improving the quality of work of the various functionaries. It was also felt that the State Governments should not transfer the field staff as frequently as they are doing now, in the interest of efficiency and economy. The Conference supported the present approach of mass campaign with the help of students, teachers and other educated people along with centre-based approach. The conference was of the view that the norms of adult education centres and Jan Shikshan Nilayams have to be kept in accordance with the local requirements keeping in consideration the low density of population.

## **Symposium on Making Literacy a People's Movement**

The Indian Adult Education Association (IAEA) organised a symposium on Making Literacy a People's Movement, at its premises in New Delhi on June 23, 1989. 40 persons participated.

Shri J.C. Saxena, Hony. General Secretary, I.A.E.A. in the introductory remarks said that the Golden Jubilee of the Association, which was held in New Delhi from May 2-25, 1989 declared that the Adult Education should be developed into a People's Movement. Based on that declaration the Association has called this symposium to discuss how this could be achieved. He said that we had already spent lot of time on 'why' of literacy and have reached a stage when all emphasis should be on 'how' of literacy.

Shri Tarlok Singh, former Member, Planning Commission, who presided over the Symposium said that the Indian Adult Education Association has

produced a number of good books during its Golden Jubilee and these would be of considerable help to those who want to make literacy a people's movement.

Shri Tarlok Singh said that adult education has been included as a function of the Panchayati Raj Institutions and it has become more necessary now that the people who are working for it, should be given adequate knowledge about aims and objectives of National Literacy Mission. He said that we must take benefit of the experiments made so far in making it a people's movement. He referred to the Gram Shikshan Mohim of Maharashtra and said that the Association has brought out a book on the Mohim, which should provide some suggestions as to how to make it a people's movement. He opined that guide books for persons working at grass-root level in adult education, should be prepared.

During the discussion the following suggestions emerged :

(i) The cooperation of the primary school teachers should be taken as they are close to the people in rural areas;

(ii) Literacy should be the concern of all and not only of the Ministry of Human Resource Development;

(iii) Mass media has to play an important role in creating environment for this programme which will go a long way in making it a people's movement;

(iv) The role of electronic media, particularly of the television was strongly felt. It was urged that television should give prime-time slots to involve both literate and illiterate in this movement;

(v) Good softwares should be produced in large number so as to feed the electronic media;

(vi) The literacy can become a movement only if people are highly motivated and at present the people are not motivated for this programme. The literacy should be related to the vocation of the people so that they get economic benefits;

(vii) The I.A.E.A. should set up a working group for preparing guidelines for grass-root level organisations; and

(viii) bringing equality among men and women will help in making literacy a people's movement.

### **Training Programme for Adult Education Functionaries**

The Indian Adult Education Association with financial assistance from the Ministry of Human Resource Development has started a project of 100 adult education centres in trans-Yamuna colony of Himmatpuri (Tarlokpuri). The training programme for the first batch of two pre-raks

and 30 women instructors was organised by the Association at its premises in New Delhi from June 19-29, 1989.

Inaugurating it, Shri Anil K. Sinha, Director, Directorate of Adult Education, Government of India, said that the success of the National Literacy Mission depends upon the dedication, commitment and active involvement of the instructors. He asked the instructors to use the new techniques like improved blackboard so that the learners' interest is continued.

Shri Sinha said that the Directorate would be producing an illustrated teacher's guide so as to help the instructors to carry out their work effectively. He also suggested to prepare an instructor's kit, which should be given to every instructor after the completion of his training. The important part of the kit would be a diary, in which the things to be done by the instructor would be specifically mentioned. He would also be required to note his daily experiences.

Earlier, Shri J.C. Saxena, Hony. General Secretary, Indian Adult Education Association, in his welcome address said that in adult education programme, emphasis was generally laid on literacy and the other two aspects of awareness and functionality are neglected. He hoped that equal emphasis will be given in the centres to be run by the Association. He said that the Jan Shikshan Nilayams which will be established by the Association in the area in large numbers, will function as local community centres for education, recreation and cultural development. These centres, he said, will be entrusted to the care of the local community in course of time.

Shri J.L. Sachdeva, Director, I.A.E.A, in his vote of thanks said that two years 1989 and 1990 were crucial for the people working for adult education in Delhi. He said that Delhi had the first place in literacy in the country in 1961 and all out efforts should be made to achieve the first position in 1991. He said achievements made in Delhi will have impact in other parts of the country.

The subjects covered in the training programme included aims and objectives of adult education, National Literacy Mission, field problems of adult education, motivation, adult psychology, some do's and don'ts while teaching adults, women and family welfare, teaching techniques (primer—Khilti Kalia), etc.; how to save youth from the menace of drugs, adult education and communication, economic position of India, how to organise adult education centres and to keep records, role of cultural programmes, women and social welfare, women and laws, income generating programmes, population education, role of banks in the life of the common man, role of T.V. and radio in adult education programmes. □

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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 Literacy 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

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Adult Education in Tamilnadu



Primary Sources for the Study  
of Indian Adult Education



Development Oriented Non-Formal  
Education



Adult Education for Women  
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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, longer articles can be accepted. Mimeographed, Xeroxed or carbon copies will not be accepted. Manuscripts should be typed in double space, on one side, with a 2" margin on foolscap size paper. Footnotes and references should come at the end and not on every page.

Contributions and other correspondence regarding 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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## OUR CONTRIBUTORS

R. Jayagopal is Professor and Head, Department of Adult and Continuing Education, University of Madras, Madras.

S.Y. Shah is Assistant. Director, Adult and Continuing Education Unit, Jawaharlal Nehru University, New Delhi.

Shamsul Hasan and Satish Roy are from the Department of Agricultural Extension, R.B.S. College, Agra University, Agra.

G. Goyal and K. Buttar are Associate Professor and an ex-student respectively, Department of Home Science Education and Extension, College of Home Science, Punjab Agricultural University, Ludhiana.

G.M. Varada Raju, M.K. Sethu Rao, N. Nagaraja and B.L. Ramegowda are from Department of Agriculture Extension, University of Agricultural Sciences, Bangalore.

A.L. Rahi is Project Officer, Centre for Adult, Continuing Education and Extension, Kurukshetra University, Kurukshetra (Haryana).

V. Raji Sugumar is Lecturer in Home Science, Bharathidasan Govt. College for Women, Pondicherry.

R. Ananthasayanam is Senior Scientific Officer, Tamil Nadu State Council for Science and Technology, Madras.

Sumita Roy is Professor, Department of Home Science Education and Extension, College of Home Science, Punjab Agricultural University, Ludhiana and Neena Mehna is former Postgraduate student of the same department.

September 8—the International Literacy Day. The International Task Force on Literacy had urged adult education activists, media, government departments dealing with adult education and voluntary organisations everywhere in the World to “promote literacy by lending visibility to learners and literacy” on this day.

Lending visibility to learners is more difficult than lending visibility to literacy. An illiterate learner all over the Third World is in a culture of silence, which has to be broken to lend visibility to him. He becomes visible when he becomes empowered. Too often one hears “We have to empower the people to do this or that”. The very idea that people can be empowered by someone else contradicts “the process of empowerment, which is something people do for themselves.” Empowerment is not something which can be given or taught. People have to empower themselves.” It is the process by which people who are disadvantaged and exploited join together to have increasing control over events and situations which determine their lives. It is a process which combines personal and group interactions resulting in increased personal understanding and accelerated group action. As David Werner put it: “People often seem apathetic or feel powerless because they temporarily lack the awareness, confidence and competence to take action leading to change.” Paulo Freire’s approach was to discuss problems, analyze causes and formulate strategies to confront oppressive elements in society. This was one of the early strategies of empowerment. Empowerment is a revolutionary concept and method.

The logo of the NAEP, designed in 1978 by Bimanesh Roy Choudhary, which has also been accepted as the logo of the National Literacy Mission, is based on an equally revolutionary concept. It depicts the Liberated Man in the symbolic design, which draws its inspiration from Gurudev Tagore’s famous poem in Gitanjali: “Where the mind is without fear, and the head is held high . . . .” During the initial phase of NAEP in 1978, the logo and its underlying concept was sold in an appropriate manner. How far have we gone in reaching the Liberated Man? □

# Adult Education in Tamilnadu

To consider the historical factors related to the development of Adult Education Programme, it is essential to review the socio-economic and geo-political factors. Tamilnadu is one of the 25 States of India which is in the Southern Peninsular part of the country. It is bounded by other southern states of Andhra Pradesh, Karnataka & Kerala from north to south and south-east. The rest of the border is gridled by the Bay of Bengal.

## Socio-economic Aspects

Tamilnadu is a uni-lingual (Tamil), uni-cultural and multi-religious society. According to 1981 Census, the population of Tamilnadu is about 4,82,97,456 with 2,44, 20,228 men and 2,38,77,228 women. The percentages of rural and urban population are 67.05 and 32.95 respectively. The state has registered an increase of 17.50 per cent of population growth in the decade 1971-1981. The total area of Tamilnadu is about 130,057 sq km. The density of population is about 371/per sq. km. The birth and death rates are 26.1 and 10.9 per 1000 population in Tamilnadu. The infant mortality rate is 81.2 per 1000 and sex ratio is 977 females per 1000 males, as per the 1981 Census.

The main occupations in rural areas are agriculture and agro-based artisan activities. The small and marginal farmers and agricultural labourers form the bulk of the labour force.

The State of Madras was born on 1st November 1956 as a uni-lingual state with Tamil as its official language, on the basis of the recommendations of the States Re-organisation Commission, constituted by the Government of India. It was renamed as Tamilnadu, i.e., Land of the Tamils, in 1968. Tamil the language of Tamils, is spoken by 83.15 per cent of the people. Of the other language groups, there are 9.98 per cent speaking Telugu, 2.53 per cent Kannada and 1.19 per cent Malayalam.

### **In the past**

Adult Education, in one form or the other, has existed in Tamilnadu since time immemorial. In ancient times it was imparted through several social, cultural and religious activities such as Kathas, folk-tales, folk music, fairs, festivals, religious discourses and social celebrations, with a view to make people conscious of their moral and social obligations and it was done without imparting any literacy skills to them. It was an oral tradition.

During the pre-imperial age Tamil language education was characterised by the existence of academies. Education for masses was the important feature of Tamil language Education. The Tamil genius Thiruvalluvar has provided guidelines for all ages, ranks and social strata. His couplets popularly called as "Thirukurel" (sacred couplets) written 2,000 years ago remain as immortal classics. Some scholars place Thirukural in the first century B.C. Thiruvalluvar's approach to moral doctrine is marked by a very thorough knowledge of human psychology and a desire to help imperfect men with practical hints in their struggle against evil. Throughout we can see how the poet brings every thing down to the grass root level without losing hold of the ideal.

The first thing laid down in Kural dealing with learning is the duty of relating conduct to knowledge. Knowledge thus translated becomes culture.

- Acquire a sound knowledge first and then act accordingly (40-1)
- Learning is divided into two simple divisions, mathematics and literature, — "numbers" and "letters". They are like two eyes of human beings (40-2)
- An uneducated man's life, whatever his station may be, is no better than that of a man cursed with blindness. Only the literate can be said to have eyes. The illiterates have but two openings in the face, not eyes. (40-3)
- Learning has to be acquired in fear and humility. The seeker of knowledge must stand before the learned even as a man in want stands before the rich giver, eager and trembling. He, who is proud and does not care to undergo this much, remains ignorant and is doomed to inferiority in life. (40-5)

- Study brings knowledge in proportion to the industry bestowed, even as water oozes into the sand pit in the river-bed in the measure of the digging. (40-6)
- The peculiar characteristic of learning is that it is a double source of pleasure, an intrinsic joy to him who has the knowledge and a source of happiness to others who get the benefit out of it.

While really the learned finds in his learning his own pleasure, he sees that others look upon him as a benefactor, conferring pleasure on them. Hence the truly learned are in love with knowledge. (40-9)

The Tamil classic Thirukural lays very great emphasis on education. It is indeed often considered as important as the moral virtues.

- Uneducated men are like alkaline soil. Their existence is worthless and nominal (41-6)
- Even if an unlettered man displays great good sense, it will not be recognised by the learned. (41-4)

(This is not a remark against learned men but it is intended to insist on the importance of education).

- An unlettered man's conceit will find its end when the occasion for speech arrives (41-5).
- The size and personality of a man who is externally great but has not an intellect improved by learning is like the grandeur of large clay images made beautiful with coloured part (41-7).
- Wealth in the hands of ignorant men, and poverty that afflicts learned men, cause grief to them as well as to the world at large. But between the two misfits, the latter is not so great a misfortune as the former; for, while poverty cannot cause real harm to the spirit of the learned, wealth in the hands of the ignorant is a danger to the world (41-8).
- The unlettered though born in a higher social class are inferior in status to those who though born low have acquired learning (41-9).

The essence of the couplets documented above is that education of the adults is given greater importance in ancient Tamil Nadu. Morals were taught to people through excellent comparative adult education methods. Though an excellent script was available, oral tradition was given priority for delivery messages.

The imperial age of Tamil education experienced various religious trends namely Brahmanism, Jainism, Buddhism, Sankarism, Saivism and Vishnavism

in education. Jainism developed a powerful educational force with institutions of learning all over the Tamil state. Buddhism also evolved a code of discipline applicable to their monastic pattern of education. Sankara seems to be the most dominant in the Tamil history of education.

Several sources had contributed to the development of education in Madras state between the 17th and 18th century. The major ones are the English, Danish and Scottish missions.

Indigenous education was universal in Madras presidency long before the commencement of British rule. In every Hindu mutt or monastery and in every large town or village with Brahmin residents, instruction in some branches of Sanskrit learning or in the Tamil classics and Turanas had been in vogue. Almost every village, large or small from very early days had its village school. The protestant mission, had school at several places such as Madras, Cuddalore, Tanjore and Trichy.

In 1787 the court of Directors authorised a permanent annual grant towards the support of three schools which had been established with the sanction of the respective Rajahs at Tanjore, Ramnad and Shivaganga.

### Sunday school

In January 1812 a sunday school was established at St. Thomas Mount, due to the suggestion of the Military Chaplain.

On the 2nd July 1822, Sir Thomas Murno, the Governor of the presidency, recorded a minute, recommending as an object of interest and importance that the best information should be obtained of the actual state of education in its various branches among the native inhabitants of the province under the Madras Government. A circular was accordingly addressed to the several collectors. Based on the collectors' replies, the schools then existing in the presidency (North Arcot, Salem, Tanjore, Trichy and Coimbatore) were for the most part supported by the payments of people who sent their children to those schools. In 1826, normal schools for the training of teachers were established for imparting training in English. In the same period, the Committee of Public Instruction also established Tahsil form schools in the province, and the teaching entirely in Vernacular. The British Government contributed much towards establishing educational network from elementary education to University education in Madras Presidency.

Before the advent of British rule, most of the learning and teaching of languages was confined to the elite who were concerned mainly with learning the sacred texts. There was no organised effort to impart literacy to the adult population in any part of the Madras Presidency. The British realized the necessity of teaching adults how to read and write in order to

prepare them for doing clerical work. Steps were taken to educate interested adults. The Hunter Commission (1882-1883) recommended that every province should provide night schools for adults. Accordingly, in Madras provision for teaching illiterate adults was made either in night schools or in the night classes attached to the regular formal schools. However, the numbers declined rapidly after reaching a peak in 1891-1892.

### Interesting Experiments

Some interesting experiments were made to involve different adult groups. Police Education Schools were set up in each district. A most significant adult literacy programme was launched in Mysore. Nearly six to seven thousand literacy classes sprang up. The important feature of the Adult Education programme during this period was the emergence of Jail schools. The jail schools provided basic instruction only in reading and writing. The learners mostly came from a community which had no use for basic literacy skills. Few who have gone through literacy programmes relapsed into illiteracy as soon as they came out of jail.

Another factor which encouraged people to become literate was due to the establishment of public libraries in different parts of the country including Madras presidency. Before the First World War, a number of social reformers and missionaries also initiated literacy classes and established reading rooms. The programme was implemented purely on the initiative of voluntary efforts of social workers and in most cases was short-lived.

After the first World War, there was renewed political activity in the country and Madras presidency was no exception. Indian leaders, particularly Mahatma Gandhi realised that the masses who were deprived of formal schooling had to be drawn into the freedom struggle. Mahatma Gandhi felt that the whole nation had to be awakened and therefore, he initiated a constructive programme of political and social activities which among other things included the organisation of night schools and literacy classes. He described mass illiteracy as 'India's sin and shame' and wanted it to be wiped out. In many towns, cities, and villages literacy classes were organised by people participating in the freedom struggle.

During the British period, the depressed classes were deprived of equality of opportunity in social, political, economic and educational matters. The Social Reform Movement initiated in the nineteenth century was instrumental for awakening consciousness for the upliftment of the depressed classes. The religious neutrality practised by the British Government and the subsequent establishment of Government schools which were secular in character helped the promotion of education among the depressed classes. The education of the girls remained a low priority subject during the British period in general. The role played by non official agencies and individuals

was crucial is strengthening the Government efforts to promote education among the depressed classes. The contributions of Gandhiji, Ambedkar, Jotirao, Phule and others were significant for promoting education among the depressed classes.

The Society for Promoting Christian Knowledge started the female education movement, It established two charity schools, one for male and another for female, where all native children were taught without charge. The Wesleyan Mission, established two schools, one at Royapattan (Madras) and another in George Town.

The founding of Pachayappa's School marks indeed an era in the history of education in Tamil Nadu. It was the first instance where the intelligent natives of various castes benefited through popular instruction. It established a school in George Town for the poorer classes of the native community. It is important to note that Pachayappa's trustees also gave aid to certain vernacular institutions. These institutions offered to the young useful instruction in Tamil and Sanskrit. The Pachayappa's schools made great contribution to education in Madras Presidency mainly for educating, improving and developing the native people.

Prior to 1937, the literacy campaigns, though not of much importance quantitatively, had helped to create public interest in social problems. The Central Advisory Board of Education which recommended that the objectives of the movement should be to teach the illiterate adults 3 R's and to impart knowledge closely correlated to their working life to provide training in citizenship.

Gradually the need for universal literacy began to surface and when the Congress Governments in some of the provinces were elected in 1937 they attempted to expand primary education and to spread literacy among adults. For the first time adult education was accepted as a definite responsibility of the Government and systematic work for the expansion of the literacy programme was undertaken.

During the period 1937-1942 the programme of adult education received more attention than in any of the previous years. The importance of adult education programmes was again stressed by the plan of educational development prepared by the Central Advisory Board of Education in 1944. Again efforts to organize programmes of adult education and adult literacy were renewed. A large number of libraries were established. Gradually few voluntary agencies also initiated activities for the promotion of literacy and adult education.

The historical sketch presented so far provides that schemes of formal and non-formal adult education programmes in the then Madras Presidency

were sailing together. Both typologies of education witnessed an undiluted growth.

### **After Independence**

Following Independence in 1948-49, a scheme of Adult Education was introduced as a pilot project in some selected areas of the erstwhile Madras State with the object of eradicating illiteracy. A full course of literacy programme was conceived for 3 years and the aim was to develop in the adults, the ability to read and understand the contents of a simple daily newspaper. Persons between the ages of 12 to 40 were admitted to the course. The programme was not expanded in any big way.

The scheme of adult education introduced by the Department of School Education in 1954-55 consisted of a course spread out for a period of three years with admissions restricted to the age group of 8-18 years. The programme was conducted in the districts of Coimbatore, Dharmapuri, South Arcot and Trichy. The scheme was soon given up.

The Education Commission (1964-66) stipulated a period of 10 years to eradicate illiteracy. However, the proposal of the commission did not find its way into the fourth Five Year Plan. It is evident that in spite of brave declarations, those in authority were unable to find resources for a meaningful programme of Adult Education.

In 1968-69, with the assistance of the centre, Farmers' Education and Functional Literacy programme was introduced in 60 centres within a block in Udumalupet Taluk of Coimbatore District of Tamil Nadu with the objectives of improving the efficiency of the human input in agricultural production. The scheme was intended to help the farmers in the high yielding variety areas to acquire necessary knowledge and skills to keep accounts, fill in various application forms and read simple materials relating to improved methods of agriculture and improved varieties of seeds and implements. The enrolment in the 60 centres was 2,283 and the course was for a duration of six months and thus, the concept of functional literacy was practically implemented for the first time.

In the subsequent years the scheme was extended to 7 more districts—Thanjavur, North Arcot, Tirunelveli, South Arcot, Madurai, Trichy and Chingleput and 630 Farmers' Functional Literacy Centres were established with an enrolment of 19,000.

The duration of the course was for 10 months or 200 days working for 1½ hours a day. This programme was a joint effort of the departments of Education, Social Welfare, Agriculture and Information and Public Relations. Hence the services of functionaries of all these departments were utilized in the orientation course for teachers and supervisors of the centres. A District Project Officer, in the cadre of Junior Deputy Inspector was

appointed for every district and he was responsible for the successful implementation of the scheme. The benefit of the scheme was felt by over 1 lakh of adults. The cost of running a project of 60 centres was then Rs. 66,000/-

In 1975 the Farmers' Functional Literacy Programme was tried in 8 districts of Tamilnadu alongwith the Non-formal Education Centre in each one of the 376 panchayat unions. In the subsequent years this scheme was expanded gradually.

The scheme of Non-formal and Adult Education (15-25) was initially introduced in the state during 1975-76 in two districts—Thiruchirappali and Coimbatore for the functional education of illiterates and semi-literate adults through non-formal system. In 1978-79, 800 centres were functioning in 8 districts at the rate of 100 in each. Four districts viz., Trichy, Salem, North Arcot and Dharmapuri were financed by the Central Government and other four viz., Coimbatore, Tirunelveli, South Arcot and Ramnad by the State Government. The enrolment was about 18,000 and the cost of the scheme was Rs. one lakh for each district.

During 1958, in Tamilnadu 3 Regional Directorates of Workers Education at Madras, Madurai and Coimbatore were established. The objectives of workers' education are to organise urban labour and to impart knowledge about Trade Unions.

### **The Santhome Project**

Located in Madras, the project is a mile stone in Human Resources Development effort. It carried one of the principles of life-long education i.e., 'flexibility'. The project is executed by the Tamilnadu Board of Continuing Education which is a voluntary organisation. The project is intended for the 18-25 age group of illiterate fishermen. The adult education programme consists of conscientization coupled with functional literacy. The ultimate aim is to make them eligible for certification, so that they can gain entry into formal educational institutions for furthering their education.

During the seventies, six important events took place in the history of Adult Education in Tamilnadu.

1. In 1973 the Tamilnadu Board of Continuing Education (TNBCE), a quasi-Government voluntary organisation was started due to the efforts of a catholic nun belonging to the order of the Franciscan Missionaries by name Marry Sr. Catholine McLevy. She started the Board with the help and support of Dr. Malcolm S. Adiseshiah, an illustrious leader in Adult Education and the then Secretary for Education of the state Mr. C.G. Rangabashyam. TNBCE is the premier body in spreading the concept and

practice of Adult Education in this state and an apex organisation for the voluntary organisations.

2. In response to the Tamilnadu Government's request, the TNBCE, under Dr. Malcolm S. Adiseshiah, undertook a survey in September 1974 of Non-formal Education in the state. The survey covered non-formal education activities of various departments and voluntary agencies and stressed the need for poverty eradication, self reliance through educational activities and to develop definite life oriented skills.

As an off shoot of the survey report, the Government of Tamilnadu, in order to make education more meaningful and broad based, established the Directorate of Non-formal Education in March 1976.

3. In 1976 the Ministry of Education and Culture wanted to establish the Resource Centre for Non-formal Education in the State to function as the local resource base for NFE. The TNBCE came forward to sponsor it. The State Resource Centre for Non-formal Education started functioning in Tamil Nadu. The SRC has to fulfil the following four major questions :

- Train local functionaries for Adult and Non-formal Education
- Prepare diversified, need based prototypes, curricula and teaching learning materials
- Take up research and evaluation of local projects and programmes of Adult and NFE.
- Function as clearing house in the field of Adult and NFE in the state.

4. Another important event was the starting of a Master's Degree in Andragogy (Adult Education) by the University of Madras. It is an interdisciplinary programme and is open to those who possess a bachelor's degree of Madras University or any equivalent qualification.

5. In 1978, as a preparatory work before the launching of National Adult Education Programme, the two centrally sponsored schemes of Farmer's Education and Functional Literacy Programme and Non-formal Education Programme were merged to form the Rural Functional Literacy Project/programme.

The Fifth important event is the launching of the National Adult Education Programme (NAEP) on 2nd October, 1978 throughout the country/states.

6. The Doordarshan Kendra, Madras in collaboration with the Department of Adult and Continuing Education, University of Madras and

the Directorate of Rural Development, Government of Tamilnadu, launched a literacy/adult education programme through TV on 2nd October 1978. The programme called "Education for Life", is designed to transmit knowledge and skills and to create opportunities for self-fulfilment for those who lacked formal education as well as for those adult who left school early. The programme had three major components—awareness, vocational skills and literacy. The multi-media approach to eradication of illiteracy resorted to in Tamil Nadu heralded a new era in communication. Another heart warming fact is that the Department of Adult and Continuing Education at the University of Madras has paved the way for synchronising media utilization for human resources development efforts. Several major researches conducted at the Department of Adult and Continuing Education have helped the state and other organisations to pick up vital cues for creating unlimited awareness leading to a climate favourable for development oriented literacy programmes.

An encouraging factor is the positive trend that is witnessed in the increase of literacy rate. This is the function of atleast two major variables. The consistant efforts of voluntary action and the support of the State Government are the two major variables accounting for the increase in literacy rates, particularly over and above the national average.

TABLE No. 1

**Literacy rates during pre and post independence period in Tamil Nadu**

<i>Year</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1901	14.52	1.02	7.64
1911	17.14	1.53	9.18
1921	18.55	2.43	10.38
1931	19.98	2.94	11.34
1941	25.61	6.88	16.19
1951	31.73	10.06	20.85
1961	44.54	18.17	31.41
1971	51.78	26.36	39.46
1981	58.26	34.99	46.76

Of the 20 districts in Tamil Nadu the districts of Salem and Coimbatore have peculiar status from the point of view of literacy programmes. Coimbatore is designated as the well endowed district, whereas Salem is considered as the less endowed district. They have been chosen by the National Literacy Mission authorities for implementating National Literacy Mission (1988). The programme of National Literacy Mission is meant to eradicate illiteracy from the district of Coimbatore by 1992 by using the technologies of adult learning and individual approaches. Rapid literacy

teaching methods are supported by certain technology demonstration efforts to augment learning. □

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# Primary Sources for the Study of Indian Adult Education —A Preliminary Survey

In spite of innumerable and important adult education programmes undertaken by the official and non-official agencies in India during the past fifty years, there is a dearth of professional literature in the field. The pace of growth of literature in adult education remains extremely slow compared to other Social Sciences. It seems that most of the Social Scientists who regularly publish are hardly interested in adult education as a field of study. It may be either due to their personal bias towards adult education or lack of awareness about its significance as a field of study and practice. In view of the over involvement with field programmes, most of the adult educators tend to ignore the theoretical aspect of adult education. In fact, some of them are too ill equipped to pen their thoughts. Moreover, it seems that some adult educators have neither the interest nor the inclination

to document their experiences. Hence it is not surprising that the number of publications in adult education has remained rather limited ; the number grew from 2 in 1939 to 77 by Jan 1989.<sup>1</sup>

According to a recent survey of literature it has been found that the contents and coverage of adult education publications remain extremely narrow and limited.<sup>2</sup> A majority of the publications either describe the development of a particular programme in a particular state or region at a specific period of time<sup>3</sup> or deal with some aspects viz., farmer's literacy,<sup>4</sup> mass-media,<sup>5</sup> training,<sup>6</sup> research and evaluation<sup>7</sup> etc. Majority of them are neither comprehensive nor critical. There are no interdisciplinary studies on Indian adult education. The discipline based publications are also few. Though there are certain publications related to the psychology<sup>8</sup> and sociology of adult education,<sup>9</sup> there is a dearth of publications covering the history<sup>10</sup> or economics<sup>11</sup> of adult education in India. Professional adult educators lack historical training and economic orientation. In the absence of historians and economists interested in adult education, there cannot be many scholarly publications related to those areas. However, their importance cannot be underemined. For a thorough understanding of a programme that has been in operation for more than half a century, we need to have comprehensive historical publications written from different perspectives. Surprisingly there are only two publications— viz., *History of Adult Education in India During British Period* and *History of Adult Education in India* worth mentioning which have attempted to provide the history of adult education in India and yet they cannot be considered to be truly historical in character for they have been written as narratives without any reference to primary sources, "which distinguish a historical work."

One of the important hurdles in the preparation of historical works may be due to the lack of awareness of and accessibility to source materials by the scholars. In the absence of a centralised agency interested in identifying, procuring and processing the materials which remain scattered in India and abroad, it becomes difficult to tap the varied sources. Unlike the National Archives of India, Nehru Memorial Library and such specialised institutions which procure and preserve materials of political, social and economic importance, there is not a single agency in India concerned with the preservation of adult education materials. Due to the limitations of finance and technical training, most of the adult educators and adult education institutions in India are hardly in a position to systematically preserve the source materials for the use of scholars. But there are certain institutions in the United States of America and the Great Britain which have well developed collections on adult education. Unless efforts are made to identify the variety of source materials available at different places and ascertain their relevance to the study of adult education, it would be

impossible to initiate scholarly studies on Indian adult education. This paper surveys the various primary sources on adult education available in India and abroad and highlights the need and importance of preserving and processing the source materials for the study of adult education.

Although the bulk of the primary source material on Indian adult education is available in the country, a good deal of relevant but rare sources are located at different institutions in the United States of America and the Great Britain. Among the overseas collections, the following institutions have such substantial holdings on Indian adult education : (i) George Arents Research Library for special collections at Syracuse University, (ii) Mugar Library at Boston University and (iii) India Office Library at London.

#### (i) George Arents Research Library

Syracuse University has an extensive collection of adult education materials related to different aspects and countries. The collection has been systematically developed over the last two decades mainly due to the personal interest and initiatives taken by Professor Alexander N. Charters. Recently efforts are being made by Professor Roger Heimstra to transfer the entire collection on computers for more wider and better use by the scholars. According to the inventory of collections compiled by Charters, the repository includes papers from twelve institutions and eleven individuals connected with adult education, besides Syracuse University Resources for Education of Adults (SUREA) and Syracuse University Publications in Continuing Education (SUPCE).<sup>12</sup> However, only five collections contain materials relevant for the study of adult education in India. They are as follows : (i) Laubach collection which includes the private papers of Dr. Frank C. Laubach and Laubach Literacy International, (ii) Papers of International Congress of University of Adult Education, (iii) Alexander A Liveright (iv) Malcolm S. Knowles and (v) Homer Kempfer. The publications of the Syracuse University Centre for the study of Liberal Adult Education for Adults and Continuing Education also contain some useful materials for the study of adult education.

Dr. Frank C. Laubach (1884-1970) was basically an American Christian Missionary who devised the *Each One Teach One* method of adult literacy and introduced it in India in 1935. Since then he continued his association with Indian adult education till his death in 1970. During his thirty five years of contact with India, he travelled to different parts of the country, participated in a number of adult education workshops and conferences and interacted with the eminent Indians of his time.<sup>13</sup> Unlike many of his contemporaries, he had meticulously maintained his diaries and notes of his travels and meetings. His collection is one of the largest collections on

adult education (328 boxes, 10 cartons of films, 6 scrapbooks and ledgers) which comprises of his private papers, the Institutional records of Laubach Literacy International—a non governmental organization founded by him in 1955 and innumerable and interesting publications connected with his literacy work in 103 countries.<sup>14</sup> Almost ten percent (32 out of 328 boxes) of the collections has very useful materials pertaining to the different aspects of Indian adult education during the period 1935-70 and the contributions of Laubach. In fact, most of the materials are not available in India and hence there is practically no mention of Laubach in most of the adult education books published in India.<sup>15</sup>

<b>Box. nos.</b>	<b>Contents</b>
2	Correspondence with Indian Missionaries during 1935-1938 regarding literacy work.
112	Laubach Diary for the years 1939-1944, giving firsthand information about adult education programmes and people in different parts of India. Statistics pertaining to literacy enrollment in different adult education centres. Details of literacy campaigns organised by the Congress Party in different provinces.
119	Papers pertaining to Laubach's work as U.S. Consultant to the Government of India during 1951-1955. His "Plan for a Nationwide Literacy Drive" submitted to the Government of India. Details about the development of teaching of literacy primers and graded reading materials—the Anand Graded Series.
121, 122	Experiences of literacy campaigns in India during 1936-1937 and 1938-1941. Manuscript of Foreign Reading Book, 1943, which covers Indian adult education programme extensively. Notes on discussions with Gandhi.
215, 246, 325	Materials on Bengal Adult Education Programmes and Bengal Social Service League ; Primers in Bengali.
247, 277, 325	Materials on Kerala ; Literacy Primer in Malayalam. Correspondence with Dr. A.K. John—Director of Laubach Literacy Centre, Kerala.
248, 290	Materials on Assam adult education.
210, 269, 292	Hindi primers
282	Santhali Primers
286, 295	Tamil Primers
287	Telugu Primers
288	Urdu Primers

Apart from the above, the following boxes contain some materials relevant to the study of adult education in general and India in particular :

- |     |  |
|-----|--|
| 113 | Laubach essays on Each One Teach One   |
| 185 | Techniques of writing for neoliterates   |
| 246 | India : General materials and reports on literacy work.                              |
| 247 | Programmes of the Literacy House, Lucknow—Syllabus of Functional Literacy Programme. |

Alexander Liveright (1907-69) was the Director of the Centre for the study of liberal education for adults at Syracuse University during 1956-68 and was closely associated with the International Congress of University Adult Educators. He had visited India during 1966-67 and had prepared a report on the proposed Department of Adult Education at Rajasthan University. He was in correspondence with the late Dr. Mohan Sinha Mehta and the late Dr. S.C. Dutta. Among his collections, the following seem to be of importance for the study of Indian Adult Education.

- | Box. nos. | Contents  |
|-----------|---|
| 2         | A Memorandum to Dr. M.S. Mehta, Vice Chancellor Rajasthan University on how to set up Adult Education Department, 1967 ; Letter from M.S. Mehta regarding plans to set up Seva Mandir, 1967 ; Post Graduate Diploma—curriculum ; Report on Adult Education Status and Needs in India— |
| 5         | Correspondence with Dr. S.C. Dutta 1966-67.   |

The collection of International Congress of University Adult Education organised by a group of thirty five University adult educators from 14 Countries, contain papers of the different conferences including the International conference on adult education held at New Delhi in July 1961. (see box nos 4 and 5)

The private collections of Homer Kempfer (who was the adult education advisor to Government of India in the 1950) and Malcolm S. Knowles (who was the prominent American Adult Educator) include a variety of publications on Indian adult education during 1950-79. (e.g., issues of *Indian Journal of Adult Education*, *Buniyadi Talim*, etc).

#### (ii) Mugar Library at Boston University

Frederick Bohn and Welthy Honsinger Fisher were the two prominent Christian Missionaries from the United States of America who spent their life time in India. They were closely associated with several prominent Indian leaders viz., Mahatma Gandhi, Rabindranath Tagore, Jawaharlal Nehru and had staunchly supported India's struggle for freedom in the

1930s. Apart from providing political support, they had taken keen interest in India's developmental programmes. Infact, Welthy Fisher had devoted the greater part of her life in spreading literacy among the rural poor in India. Not only did she establish the Literacy House at Lucknow but also was actively associated with several adult education activities during 1950-70. The Fisher collection comprises of 66 boxes of materials and the following boxes contain materials relevant to India.

Box. nos.	Contents
18, 19, 20, 21, 22 35, 37, 39, 40, 41	Correspondence with Gandhi, Tagore, Nehru, Indira Gandhi, Vijayalakshmi Pandit, Kamalpathi Tripathi etc. regarding literacy work ; speeches and writings of Welthy Fisher ; Diaries and notes.
50, 51, 52, 53, 57, 58,	Correspondence connected with Literacy House, during (1952-72) ; Annual reports of Literacy House and other publications ; papers connected with India Literacy Board, and Literacy International Committee.

### (iii) India Office Library at London

The following rare publications at India Office Library, provide details of adult education programme during 1920s, 1930s.

Jal Feerose Bulsara, *Mass and Adult Education in India*, (Bombay : The Author, 1938) ; U.M. Donpota, *A Survey of Mass Education in India Together with Practical suggestions for the Extension of Adult Education in the country* (Bombay : Shara Puddin and Sons, 1937) ; T.J.K. Gopal, (ed.) *South Indian Adult Education*. (Bombay : n.p. 1943) ; A.B. Mande., *A Scheme of Mass Education* (Nagpur ; n.p. 1925).

During the last fifty years, Indian adult education has generated a variety of materials which remain scattered at different places. While a substantial collection of adult education materials is available with different Governmental and Non-Governmental organizations, a good deal of materials remain with the individuals. According to a preliminary survey, it is found that the following institutions at New Delhi have useful materials on adult education.

#### (i) Record Room, Department of Education, Ministry of Human Resource Development.

The record room contains official documents of Government of India pertaining to the post-1950 period. They include files related to the establishment of National Fundamental Education Centre, Proceedings of Central Advisory Board of Education, papers connected with various adult education committees set up by the Government of India from time to time and files on National Adult Education Programme.

## (ii) National Archives of India

The official documents connected with adult education prior to 1950 are available at the National Archives of India.

## (iii) Directorate of Adult Education

Apart from the official correspondence connected with adult education programme (mainly with the states) the Directorate has the following material : Appraisal studies, evaluation studies, research studies, report of various conferences, seminars, workshops organised from time to time and different schemes, guidelines and other related publications.

## (iv) Central Secretariat Library

Reports of different committees and commissions on Education, Agriculture, Adult Education etc. Five Year Plan Documents, Census Reports, Report of Auditor General, Annual Reports of Ministry of Education and CABE.

## (v) Planning Commission

Plan documents, Reports of Working Groups and Task Force on adult education set up by Planning Commission, Statistics on literacy and evaluation reports of Programme Evaluation Cell.

## (vi) University Grants Commission

Papers, Files and Reports connected with the different committees set up by the Commission on Adult, Continuing Education and Extension Programme in Indian Universities. Schemes and Guidelines on University Adult Education Programme in India and the statistics related to that, and annual reports of the commission

## (vii) Indian Council of Social Science Research Library

A number of Ph. D. theses and research studies on adult education.

## (viii) Indian Adult Education Association

Annual reports and proceedings of different Conferences, Seminars and Workshops organised by the Association from time to time and the past issues of *Indian Journal of Adult Education* since 1939 and a large collection of books, monographs and serialised publications related to adult education.

## Materials Available Outside Delhi

Apart from the materials available at the different repositories in New Delhi, the Literacy House at Lucknow has a rich collection related to the production of primers, organisation of training programmes and reports of various research studies undertaken by the institutions, annual reports and other publications brought out since 1952. It is possible that several professional organizations, viz., Seva Mandir (Udaipur), Bombay City

Social Education Committee, (Bombay), Bengal Social Service League (Calcutta), All India Women's Conference (New Delhi) and Central Workers' Education Board may be having valuable materials for the study of Indian adult education. Some of the prominent adult educators like Malcolm Adiseshiah, late Madhuri Shah, T.A. Koshy, late S.C. Dutta, N.G. Ranga, Chitra Naik, late J.P. Naik, Anil Bordia, late Roby Kidd, Paul Fordham, Alan Rogers, Chris Duke etc. may be in possession of useful materials for the study of adult education in India. In the absence of a detailed survey, it may be difficult to ascertain the extent of materials available with these individuals and institutions.

Since the systematic study of any discipline depends to a great extent on the acquaintance with and availability of primary source materials, there is a need for undertaking an extensive survey of source materials on Indian adult education available in all languages and regions. In the absence of financial and technical resources, neither the individuals nor the institutions connected with adult education in India are in a position to undertake the gigantic task. The national level institutions like the Directorate of Adult Education and Indian Adult Education Association will have to take the lead in this connection. If they take the initiative, a number of individuals and institutions may willingly donate their materials on adult education.

Adult education being an applied discipline the focus of several adult educators remain confined to field work. Over the years some of them may have evolved excellent field programmes and accumulated a lot of rich experiences and rare insights which may be relevant for the future workers in the field. Hence efforts should be made to identify such stalwarts in the field and have their experiences taped. Such tapes may be another rich source for the study of adult education in India. □

### Reference and Notes

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Maji M;G., *Adult Education in India*. New Delhi : S. Chand and Company, 1984.

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Anil Bordia (Ed.), *Farmer's Training and Functional Literacy*, New Delhi : Indian Adult Education Association, 1975.
5. For example see, Narendra Kumar., *Adult Education Through Radio*, Jaipur : Deepak Prakashan, 1959.  
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8. For example, see, R. Jayagopal., *Adult Learning : A Psychological Analysis in the Indian Context*, Madras : University of Madras, 1985.
9. For example, see, P. Sultan., *Adult Education in India : Literacy, Language and Social Change*, Leicester : National Institute of Adult Education, 1984.  
Malcolm S. Adiseshiah (Ed.), *Adult Education Faces Inequalities*, Madras : Sangam Publication, 1981.
10. For example see, Sohan Singh, *History of Adult Education in India During British Period*, New Delhi : Indian Adult Education Association, 1957  
S.C. Dutta, *History of Adult Education in India*, New Delhi : Indian Adult Education Association, 1986.
11. There is not a single publication which may be considered under the category of Economics of Adult Education in India.
12. For details, see, Alexander N. Charters (compiled) *Adult Education Collections at Syracuse University*, Syracuse : Syracuse University, 1989.
13. For a brief account of Laubach's involvement with Indian adult education during 1935-70, see, S.Y. Shah, "The American Interest in Indian Adult Education", a paper presented at a Seminar held at Syracuse University on April, 25, 1989 (Mimeograph).
14. For details see, Deborah R. Chmaj and Meubere Wolde (Comp)., *The Laubach Collection : Personal Papers of Frank C. Laubach and Documents of Laubach Literacy Inc.* Syracuse : Syracuse University, 1974.
15. For example, in the *History of Adult Education in India* by S.C. Dutta, there is no mention of Laubach.

## Rural Information

### A Study of the Newspaper 'Amar Ujala'

One of the great problems in rural literacy is the non-availability of follow-up reading material. Rural newspapers provide the motivation for reading and reinforce the efforts made in class room and sustain the reading habit.

A humble attempt was made on January 20, 1780 with the publication of James Augustus Hicky's—'Bengal Gazette.' The press in India had a tremendous growth since then, though more vigorously during the past 40 years since independence. The press before independence was nationalist in character and played a notable part in the freedom movement.

From merely 330 dailies in 1947, they rose to 18,140 in 1980. The number of newspapers rose to 22648 in 1985. Of these 1802 were dailies, 111 Tri/bi weeklies, 6769 weeklies, 3095 fortnightlies, 7677 monthlies and 3194 others.

The total circulation of newspapers in India also saw a rapid growth as it increased from a mere 2.5 lakh copies in 1953 to 619.81 lakh copies in 1985.

The national average rate of literacy was 36.23% in 1981, out of which *rural literacy* accounted for 29.6%. It is often alleged that the newspapers neglect the contents related to rural areas. Studies conducted in the past have amply shown the small percentage of space allocated to rural areas by the national dailies (Kuthiala 1979). It has been generally found that the regional or district newspapers provide better coverage for agricultural/rural reporting.

There is a poor rural coverage by the Hindi newspapers which have a large circulation in rural areas. This clearly indicates that the press is not able to take the responsibility of educating the rural masses, mobilise them to understand and identify the problems and rise to realise their potentialities.

This study was conducted on a local daily 'Amar Ujala' published from Bareilly with a view to understand the status and nature of rural reporting undertaken by this newspaper.

## Objectives

The study aimed to answer the following questions :

1. *How much* of content published in the selected daily can be categorised as rural ?
2. What content categories find maximum coverage ?
3. How prominently do they display rural contents ?

To find out the exact position of the coverage, the regional daily 'Amar Ujala' was selected for the present investigation.

The newspaper is being published from Bareilly since January 17, 1969. The technique of 'content analysis' for allocation of space to rural information was utilized.

The above mentioned regional daily was screened with reference to the old copies obtained from the library of Govind Ballabh Pant Krishi Evam Praudyogik Vishwavidyalaya, Pantnagar, District Nainital (U.P.). The issues from January 1, 1987 to December 31, 1987 were used for the present study.

*Period of Study* : The study was initially conducted during the period of June 1987 and other work completed in April, 1988.

*Tools and Techniques* : With the help of structural schedule the method was decided to collect the data from Amar Ujala. A detailed schedule was prepared for collecting necessary information.

*Details of Schedule* : The schedule was designed on the basis of various aspects of study consisting of the following parts :

1. Page number
2. Heading of article
3. Column length
4. Area of diagram
5. Month
6. Categories and sub-categories of articles
7. Local and general articles
8. Source of information

The total rural information was classified into seven broad categories:

1. Agricultural
2. Social
3. Educational
4. Political
5. Cultural
6. Games and Sports
7. Miscellaneous.

## **Rural Information**

Agricultural information is divided into various disciplines such as follows :

- |                    |                            |
|--------------------|----------------------------|
| (a) Agronomy       | (b) Plant Protection       |
| (c) Horticulture   | (d) Animal Husbandry       |
| (e) Soil Science   | (f) Agricultural Economics |
| (g) Plant Breeding | (h) Agricultural Extension |

2. *Social* :- Social information was divided into following :

- (a) Public problems relating to transport, health, food, rationing, alleged negligence in duty or corruption in local administration, accidents etc.
- (b) Crimes such as assassination, loot, violence, fraud, terror, dacoity, rape, kidnapping, bribery, illegal stocking, theft, gambling, illegal occupation, dowry and corruption etc.
- (c) Religious festivals such as Saraswati Pooja, Holi, Deepavali, Dashahra, etc.

3. *Educational* :- Educational information was divided into the following sub-categories :

- (a) Learning
- (b) Teaching
- (c) Status

4. *Political* :- Political information meant information about the Panchayats and political parties.

5. *Cultural* :- Information regarding culture was divided into the following sub-categories :

- (a) Folk dances and songs
- (b) Drama
- (c) Festivals

6. *Games and Sports* :- Information regarding games and sports was divided into following sub-categories :

- (a) Individual games
- (b) Tournaments
- (c) Rallies

For the collection of news from the far-off rural areas in the districts, the editor have evolved a system. Energetic young men from different parts of the district have been appointed as reporters/correspondents.

However, for the present investigation, the following were the sources for collection of information :

1. Amar Ujala Bureau/Correspondents
2. Varta/Univarta/United News of India (UNI)
3. Bhasha/Press Trust of India (PTI)
4. National News Service (NNS)
5. Associated Press Features of India
6. Data News Service (DNS)
7. Cartographic News Service (CNS)
8. Others

### Findings

The table 1 clearly shows that the daily covered approximately 303680.00 centimeter-column length throughout the year and the column-length covered by rural information was 64712.95 centimeter (21 30%).

TABLE 1

#### Column length covered by newspapers

Sl. No.	Column length (cm.)	%
1.	Approximately total column length covered by the news papers 303680.00	—
2.	Total column length covered by rural information. 64712.95	21.30

It was found that maximum number of rural articles were on page-3 i.e. 20.52% (659). The minimum number (41) of articles i.e. 1.27% was on page-2.

TABLE 2

#### Distribution of articles over different pages of newspaper

Sl. No.	Page number	No. of articles	%
1.	I	270	8.40
2.	II	41	1.27
3.	III	659	20.52
4.	IV	79	2.46
5.	V	500	15.57
6.	VI	424	13.20
7.	VII	194	6.04
8.	VIII	118	3.67
9.	IX	580	18.16
10.	X	346	10.77
Total	10	3211	100.00

It was observed that the maximum percentage (12.7%) of articles was in the month of July and the minimum percentage of articles (4.57%) was in the month of September.

TABLE 3

## Distribution of articles—month wise

Sl. No.	Name of the month	No. of articles	%
1.	January	345	10.74
2.	February	197	6.13
3.	March	251	7.81
4.	April	206	6.41
5.	May	260	8.09
6.	June	257	8.27
7.	July	408	12.70
8.	August	215	6.69
9.	September	147	4.57
10.	October	363	11.30
11.	November	302	9.40
12.	December	260	8.09

The table-4 reveals that maximum number of articles was on social information, i.e. 1356 (42.22%) as compared to the same under games and sports, i.e. 65 (2.06%).

TABLE 4

## Distribution of articles in different categories

Sl. No.	Category articles	No. of	%
1.	Agricultural	983	30.61
2.	Social	1356	42.22
3.	Educational	207	6.44
4.	Political	152	4.73
5.	Cultural	95	2.95
6.	Games and Sports	65	2.06
7.	Miscellaneous	353	10.99
	Total	3211	100.00

The category 'social' covered maximum percentage of the rural information i.e. 48.71% (31530.41 cm.) while the minimum percentage of the information i.e. 0.76% (468.96 cm.) was on the category 'games and sports'.

TABLE 5

## Column-length covered by different categories

Sl. No.	Category	Column length	%
1.	Agricultural	18608.19	28.75
2.	Social	31530.41	48.71
3.	Educational	4746.15	7.62
4.	Political	2261.02	3.49
5.	Cultural	1874.58	2.89
6.	Games and Sports	468.96	0.76
7.	Miscellaneous	5040.84	7.78
	Total	64530.15	100.00

In the sub-categories of category 'Agricultural' it was found that 'Agronomy' secured that highest percentage (19.93%) with 196 articles. But the sub-

category 'Agricultural Extension' has a minimum number of articles (37) and percentage (3.76%).

TABLE 5 (a)

**Distribution of articles in sub-categories of category—Agricultural**

S. No.	Sub-category	Articles	
		No.	%
1.	Agronomy	196	19.93
2.	Plant Protection	162	16.48
3.	Horticulture	163	16.58
4.	Animal Husbandry	134	13.66
5.	Soil Science	131	13.32
6.	Agricultural Economics	95	9.66
7.	Plant Breeding	65	6.61
8.	Agricultural Extension	37	3.76
	Total	983	100.00

Under the category 'social', the sub-category 'crimes' contained more number of articles (678) and percentage (50.02%), while the sub-category 'Religion' dealt with the minimum number (135) of articles and percentage (9.95%).

TABLE 5 (b)

**Distribution of articles in sub-categories of category 'Social'**

S. No.	Sub-category	Articles	
		No.	%
1.	Crimes	678	50.02
2.	Problems	543	40.03
3.	Religion	135	9.95
	Total	1356	100.00

Table 5 (c) reveals that the sub-category 'learning' of category 'Educational' contained more number of articles (104) and percentage (50.24) as compared to sub-category 'Status' i.e. (16.43%) articles.

TABLE 5 (c)

**Distribution of articles in sub-categories of category 'Educational'**

S. No.	Sub-category	Articles	
		No.	%
1.	Learning	104	50.24
2.	Teaching	69	33.33
3.	Status	34	16.43
	Total	207	100.00

Table 5 (d) Shows that the sub-category 'Panchayat' of category 'Political' covered more number of articles i.e. 91 (59.86%).

TABLE 5 (d)

**Distribution of articles in sub-categories of category 'Political'**

S. No.	Sub-category	Articles	
		No.	%
1.	Panchayat	91	59.86
2.	Political Parties	61	40.14
	Total	152	100.00

The sub-category 'Folk dances and songs' of category 'Cultural' covered more number of articles i.e. 49 (51.57%) while the sub-category 'Festivals' contained minimum number of articles i.e. 15 (15.78%).

TABLE 5 (e)

**Distribution of articles in sub-categories of category 'Cultural'**

S. No.	Sub-category	Articles	
		No.	%
1.	Folk dances and songs	49	51.57
2.	Drama	31	32.67
3.	Festivals	15	15.78
	Total	95	100.00

The table 5 (f) shows that the sub-category 'Individual games' of category 'Games and Sports' covered more number of articles i.e. 32 (49.23%) as compared to a less number of articles i.e. 12 (18.46%) under the sub-category 'Rallies'.

TABLE 5 (f)

**Distribution of articles in sub-categories of category 'Games and Sports'**

S. No.	Sub-category	Articles	
		No.	%
1.	Individual games	32	49.23
2.	Tournaments	21	32.31
3.	Rallies	12	18.46
	Total	65	100.00

Table (6) enumerates that the category 'Local' contained less number of articles i.e. 803 (25.10%) than the category 'General' i.e. 2408 (74.90%).

TABLE 6

**Distribution of Articles under the categories 'Local' and 'General'.**

S. No.	Category	Articles	
		No.	%
1.	Local	803	25.10
2.	General	2408	74.90
	Total	3211	100.00

While going through the Table (7), it was observed that the source 'Amar

Ujala Bureau/ Correspondent' covered more number of articles, i.e. 1027 (31.98%) as compared to category 'Others', which contained only 26 (0.84%) articles.

TABLE 7

**Distribution of articles on the basis of source of information**

S. No.	Source of information	No. of Articles	%
1.	Amar Ujala Bureau/Correspondents	1027	31.98
2.	Varta/Univarta/UNI	770	23.98
3.	Bhasha/PTI	642	19.99
4.	National News Service	385	11.99
5.	Associated Press Features of India	232	7.22
6.	Data News Service	77	2.39
7.	Cartographic News Service	52	1.61
8.	Others	26	0.84
	Total	3211	100.00

**DISCUSSION**

It seems that circulation of 'Amar Ujala' is limited in rural areas where people are interested to know about the local news. □

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## Knowledge, Attitudes and Practices Related to Nutrition of Rural Homemakers

An area in which we see a particular need for research is that of the behavioural aspects which furnish the background for food habits, their formation and vulnerability to change. Man's choice of food is influenced by a whole lot of factors including cultural background, habits, taste preferences, exposure and susceptibility to advertising, family finances, religious beliefs and many others. Therefore, analysis of dietary behaviour requires a study of family or its individual members not only as economic units but as persons having specific physiological, psychological and sociological characteristics.

In recent years, various types of nutrition education programmes have been designed and implemented, thus, exposing people to the principles of sound

nutrition. Although the specific objectives and goals may differ, all programmes are aimed at positive change in knowledge, attitudes and practices related to nutrition. Therefore, nutrition education programmes should adopt, as a primary goal, that of instilling positive attitudes about nutrition and demonstrating to adults that nutrition is important. Once such attitudes have been formulated, ability to learn and comprehend nutritional facts and concepts will be facilitated thus resulting in improved dietary intake of crucial nutrients (Poolton, 1972).

The homemaker arouses a much, well deserved attention in nutrition arena because she makes the decisions about what and how much food is necessary for the household and how they are to be prepared. Food habits of children and the community at large, are formed by prevailing attitudes and practices within each home.

The pressures of urban life could make it expedient to buy foods and with the help of labour saving devices, present a meal that can be a fairly effortless procedure. This is in striking contrast to the time-consuming responsibilities of rural women who have to grow food, harvest it and put it through laborious preparation procedures before it is ready to be served. Every phase of food process from production to consumption requires a certain managerial ability, knowledge and skills on the part of homemaker who tries to balance the family's food meals with the available money, time and energy resources. Studies have indicated that the educational level of a person has a positive relationship with nutrition knowledge, attitudes and practices (Jalso, Rivers and Burns, 1965 ; Eppright et. al., 1970 ; Chandra and Kamaxi, 1975 ; Sims, 1978). Socio-economic status of the family influences the nutrition knowledge, attitudes and practices (Mcelroy and Taylor, 1963 ; Eppright et. al., 1970 : Sims, 1978). It has been postulated that nutritional knowledge directly influences attitudes towards nutrition and has less direct impact on dietary behaviour (Schwartz, 1975 ; Brown, McKanzie and Yudkin, 1963, Sims, 1978).

The present study was conducted with the following objectives :

1. To determine knowledge, attitudes, practices and sources of nutrition information of rural homemakers.
2. To find out the relationship of age, education and socio-economic status of the family, with nutrition knowledge, attitudes and practices of rural homemakers.
3. To determine the inter-relationship of nutrition knowledge, attitudes and practices of the respondents.

#### Methodology

The study was conducted in four randomly selected villages, situated in Ludhiana Block of Ludhiana District. These villages were Katani Kalan,

Dewatwal, Ramgarh and Nandpur. A sample of fifty homemakers having atleast 1-2 children below 15 years, was selected by the systematic random sampling method from each village to comprise a total of 200 respondents for the study. The data were collected through personal interviews with the help of a structured interview schedule. The interview schedule consisted of four parts :

1. The first part was designed to obtain information about the respondent's age, education and socio-economic status. The latter was determined by the use of socio-economic status scale suitable for rural areas developed by Trivedi (1963).
2. The nutrition attitude scale was constructed including items on various selected aspects of nutrition. Three points Likert-type format was used, i.e., Agree, Undecided and Disagree. Favourable statements were scored +2, +1, and zero respectively. The scoring was reversed for unfavourable statements.
3. The third part was the nutrition knowledge test. The knowledge test comprized several true/false and multiple choice items. The responses to the true/false items were true, false and do not know. No score was assigned to do not know responses.
4. The fourth part was the nutrition practices inventory. It included items on improved practices of nutrition. Scores of 1 and 0 were arbitrarily assigned for the practices adopted and not adopted respectively by the respondents.

## **Results and Discussions**

### **Family Characteristics of the Respondents**

The data pertaining to family characteristics of the respondents were obtained for age, education and socio-economic status of the family. It was found that 62 per cent of the respondents were in the age group of 25-31 years. The data revealed that 47 per cent of the respondents had education upto high school. The respondents falling under medium socio-economic status were 73 per cent.

### **Knowledge, Attitudes, Practices and Sources of Information on Nutrition Education**

This part of the data was obtained for the aspects of food preparation, food misconceptions, infant feeding and diet during illness with the help of appropriate inventories and scales. The data were categorized under three levels of low, medium and high knowledge, attitude and practices with varying score range.

#### **Nutrition Knowledge**

The data in Table-1 indicate that on an 18-item knowledge inventory, the obtained scores ranged from 3.0-16.5.

TABLE 1

**Distribution of respondents on knowledge score.**

N=200

<i>Knowledge level</i>	<i>Score range</i>	<i>Number</i>	<i>Percentage</i>
Low	3-7.5	87	43.5
Medium	7.5-12	97	48.5
High	12-16.5	16	8

The percentage distribution of the homemakers indicates that 48.50 and 43.50 per cent respondents respectively were in the medium and low levels of nutrition knowledge. Only a negligible number of homemakers possessed high level of knowledge. These findings lead to conclude that the homemakers possessed medium to low level of knowledge on nutrition may be because of the reason that the homemakers' knowledge was based on family food consumption pattern and not necessarily through nutrition education. These findings are in agreement with the findings of studies by Sharma (1974), Chandra and Kamaxi (1975), and Sims (1978).

It could be inferred from these findings that there is a strong need to impart nutrition education to rural women to increase their levels of nutrition knowledge through extension training courses. The increase in food production must lead to better health of the population through consumption of nutritious food.

**Nutrition Attitudes**

The attitude score ranged from 0-50 on a 25-item attitude scale. The score range of the statements between 26-50 were considered most favourable attitudes and score range of 25-0 indicated unfavourable attitude. These two categories were further split into most favourable (38-50) and favourable (26-37). The range of unfavourable statements were 13-25 and most unfavourable 13-0. The percentage distribution of the homemakers according to the score ranges indicated that none of the homemakers had most favourable attitude towards nutrition education. However, a large percentage of homemakers (70%) had favourable attitude (Table-2) which is supported by the findings of the study conducted by Eppright et. al., (1970).

TABLE 2

**Frequency and Percentage Distribution of Respondents on Attitude Scores.**

N=200

<i>Attitude Measure</i>	<i>Range of scores on scale</i>	<i>Number</i>	<i>Percentage</i>
Most unfavourable	0-13	Nil	Nil
Unfavourable	13-25	45	22.5
Favourable	25-37	140	70
Most favourable	38-49	15	7.5

It was, therefore, inferred that given and exposure on nutrition education, the homemakers were willing to change their attitude towards nutrition. These changes could have resulted through various media and training programmes.

### Nutrition Practices

On a 29-item food inventory with 11 sub-parts, the level of practice score given in Table-3 indicates that 63% of the homemakers were in the category of medium level practice score while 10.00 per cent were in the high and 27.0 per cent were in the low level practice score respectively.

TABLE 3

### Frequency and Percentage Distribution of Respondents on Practices Score

N=200

<i>Level of Practice score</i>	<i>Score range</i>	<i>Number</i>	<i>Percentage</i>
Low	5-11	54	27
Medium	11-17	126	63
High	17-23	20	10

It is evident that a majority of the respondents was practising the nutrition education advocated to them.

### Sources of Nutrition Information

The frequency distribution of the responses of sources of nutrition information (multiple response) is given in Table-4.

TABLE 4

### Frequency Distribution of Sources of Nutrition Information.

<i>Source of Information</i>	<i>Response frequency</i>
Mothers advice/Relatives/Friends	159
Radio	94
Others (cook-books, fairs, physicians, pamphlets and advertisements, etc.)	71
Magazine	21
Television	9
Newspapers	4

The findings reveal that mother's advice/relatives/friends as a source of information scored the highest. Among the mass communication media for dispensing nutrition information, radio was used by a large number of respondents followed by other media. This may be because of the reason

that a popular programme *Nari Sansar* broadcast by the Jalandhar station of All India Radio covers many aspects of nutrition education. Due to the low literacy level, magazines and newspapers were less popular. The findings by Gupta (1973) also indicate that radio, relatives, and friends were most important sources of information for the improved homemaking practices.

### Association of selected Variables with Knowledge, Attitudes and Practices of Nutrition

The existence of association between educational level and nutrition knowledge attitudes and practices was determined by chi-square tests (Table-5).

TABLE 5

Chi-square values indicating the association of education level to nutrition knowledge, attitude and practices

<i>Variable</i>	<i>Education level</i>	<i>Level of significance</i>
Knowledge	12.03	2%
Attitudes	5.68	N.S.
Practices	18.19	1%

The association of respondent's educational level to nutrition attitudes was not strong enough to be statistically significant. Knowledge and practices related to nutrition were related to educational level at 2 per cent and 1 per cent levels respectively. This finding unfolds an important fact that an individual's perception (affective component) of nutrition information is more important than nutrition knowledge (Cognitive component) itself, in the formation of attitude. A person may prefer sieved flour not because of his evaluation of the latter in terms of a whole lot of factors like its appearance, cooking quality, and taste; but his personality, rigidity to change etc. may not permit him to favour it.

Education, no doubt, directly or indirectly increases nutrition knowledge and improves existing practices. Several practices must require attitude change, especially those concerning food intake and directly governed by factors unrelated to education, like food taste, food preferences, food likes/dislikes etc. Food tastes closely determine intake—an aspect which poses greatest challenge to change agents and require careful considerations.

The relationship of age of the respondent with nutrition knowledge, attitudes and practices was not statistically significant. It implies that knowledge is independent of age and the same is true of attitudes and practices.

Socio-economic status was found to be statistically significantly related to knowledge, attitude and practices.

TABLE 6

Pearson 'r' values indicating the relationship of socio-economic status to nutrition knowledges, attitude and practices

<i>Variables</i>	<i>Socio-economic status</i>	<i>Level of significance</i>
Knowledge	0.18	5%
Attitudes	0.27	5%
Practices	0.15	5%

Since the socio-economic status score was a comprehensive total of individual scores on family income, family education level, caste material possessions, occupational status, land possession etc. the positive relation of socio-economic status to nutrition knowledge, attitudes and practices is quite understandable.

These conclusions primarily direct attention towards people having low socio-economic status. Their number in rural areas is significant and cannot be ignored. Referring to the socio-economic status, scale, these are the people deprived of education income, land etc., factors that directly affect nutrition knowledge, attitudes and practices. Their population includes agricultural labours or factory workers who have very little or no land. Efforts are, therefore, required on the part of extension/nutrition workers to focus attention on areas like meal planning, food budgeting, preparation of low-cost nutritious recipes etc., in order to improve their general nutrition. Their unfavourable attitudes arise directly out of their ignorance of importance of nutrition to health. These people are dogmatic and highly conservative and have to be carefully approached through well planned and properly executed nutrition programme.

#### Inter-relationship of Nutrition Knowledge, Attitudes and Practices

The three relationships were found to be positive and significant at 5% level (Table 7).

TABLE 7

#### Inter-Correlation Matrix Indicating Relationships between Nutrition (1) Knowledge, (2) Attitudes and (3) Practices

<i>Variables</i>	<i>Pearson's values</i>		
	1	2	3
Nutrition knowledge	1.00		
Nutrition attitudes	0.44*	1.00	
Nutrition practices	0.26*	0.49*	1.00

\*Significant at 5% level

The Table-7 reveals that nutrition knowledge was more strongly related to nutrition attitudes than to nutrition practices and vice-versa. This indicates that nutrition knowledge was more influential in changing an individual's attitudes than improving practices.

A critical analysis of the results revealed that knowledge was as much related to attitudes as the latter to practices. Yet direct relation of knowledge to practices is lower. This asserts that knowledge exerts influence on practices due to attitude change resulting from it. Since knowledge and attitudes are closely related, both exert influence on practices. This brings out an important finding that no amount of knowledge would improve nutrition practices unless accompanied by a positive change.

### Conclusion

The findings of the study indicate that the respondents, generally had low level of nutrition knowledge and followed incorrect practices, reflecting a need for attitude change as their primary goal. Nutrition knowledge was also a distinct need. □

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G.M. Varada Rajan

M.K. Sethu Rao

N. Nagaraja

B.L. Ramegowda

## Credibility of Sources as Perceived by Contact Farmers in T and V System

Communication of reliable and necessary information is a prerequisite for promoting adoption by individual contact farmers and subsequent diffusion to fellow farmers. Farmers have access to many sources of information on the fast changing agricultural technology. They are selective in their information consumption. Some sources are better at persuasion than others. Credibility of the source of information has a direct influence over the change in attitude of the audience. Knowledge of credibility attached to different sources by farmers will be of immense value to regulate the flow of agricultural information. Supe (1971) also found that the credibility of information source has a direct influence over the change

in attitude of the farmers. Thus, there is a strong justification for using highly credible sources in effective communication of information.

Credibility is not a factor which solely depends upon the characteristics of the source. But, it is said to depend on source, audience and various personal characteristics of the audience.

Under the Training and Visit (T & V) system, contact farmers are strong disseminators of agricultural information and they promote adoption of technology by farmers. To perform these roles, they should acquire accurate agricultural information. Though, many sources are available for them, they attach high credibility to a few sources. Identification of such sources is very important to achieve desired results.

The present study was undertaken with the objective of knowing the credibility attached to different selected sources of information by contact farmers.

## METHODOLOGY

### Local and Sample

The study was undertaken in Krishnarajanagar taluk of Mysore district. One hundred and twenty contact farmers, selected from 12 agricultural circles, constituted the sample for the study.

Sources that were frequently used in dissemination of agricultural messages were selected for measurement of credibility. The sources selected were: other contact farmers, Agricultural Assistant (AA), Assistant Agricultural Officer (AAO), Secretary of the Cooperative Society, Radio and Newspaper.

### Measurement of Source Credibility

To measure source credibility of contact farmers, the Paired Comparison Technique (Edwards 1951) was used. Using all combinations, these sources were prepared using the formula  $\frac{n(n-1)}{2}$  where n=number of sources. Thus, there were 15 pairs. These 15 pairs were presented to each respondent by taking one pair at a time, asking the respondents to judge and choose one of the two sources of each pair in which he attached more credibility. The responses thus obtained were subjected to further analysis by following the standard procedures of 'F' 'P' and 'Z' matrices as suggested by Edwards (1951) and scale values were obtained for each source.

### Data Collection

A schedule was developed and pretested. Data were collected from 120 respondents through personal interviews.

## Results and Discussion

An examination of Table 1 indicates the information source credibility pattern of contact farmers.

Credibility of different sources of information as judged by contact farmers.

N=120

Sl. No.	Source	Scale value	Rank order
1.	Agricultural Assistant	2.2964	I
2.	Other contact farmer	1.0759	II
3.	Assistant Agricultural Officers	0.7001	III
4.	Radio	0.4698	IV
5.	Cooperative society Secretary	0.0955	V
6.	Newspaper	0.0000	VI

The data reveals that the Agricultural Assistant was found to be the most credible source followed by the other contact farmer and A.A.O. in the ladder of credibility. Among mass media sources, radio had fairly good credibility compared to newspaper. Cooperative Society Secretary got the least credibility among interpersonal sources. Newspaper was also rated as the less credible source among all the sources.

The above trend might be due to the following reasons : Credibility of any source depends upon the extent of trust-worthiness and confidence attached to it by the receiver. The other dimensions of credibility such as newness, authenticity and availability, also play important role.

Agricultural Assistant happens to be the most credible source because of his technical competency, availability and accessibility. Also the concepts of accuracy, relevancy, and accountability of information provided might have influenced the contact farmers. Assigning high credibility status to other contact farmer might be that, the other contact farmer belongs to the same community and there will be exchange of information as mutual obligation and norms.

Among mass media, radio has enjoyed a considerable amount of credibility. This might be due to the initial newness dimension, dissemination of information about new technology, as well as the nature of radio itself. Topicality of information might be another factor of importance leading to relatively higher credibility of radio. □

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## Adult Education Programme— Training of Animateurs

The dictionary meaning of the word training is practical education in any profession, art or handicrafts. In other words, training means imparting or sharpening skills in order to do the job with perfection. The same is the case with promoting and providing adult literacy. Nevertheless, it is desirable that all the adult education personnel, including Directors, Co-ordinators, Assistant Directors, Project Officers, Programme Officers, Super-

visors and Instructors/Animateurs be trained to perform their specific functions efficiently.

The Instructor, who is a gross-root level worker, plays the pivotal role in imparting literacy and also in maintaining the records on which subsequent programme assessments will be based. He should be given short intensive training. After all, according to Thompson (1981) they are 'no longer merely the transmitters of centrally-designed packages of knowledge or exponents of certain narrow skills: rather they are being called upon to act as animateurs, working with and not merely for the local community. Their sensitivity and responsiveness will be crucially important. Consequently, we must recognise that there is a need to transform the attitudes of field staff as great as the need to change those of target groups. But unfortunately, adult education has paid little attention towards this aspect. This has been supported by the research studies. Almost all the evaluation studies have shown that the training of functionaries has remained a major weakness in the implementation of the programme. The main deficiencies in the training programme relates to lack of attention given to the motivation of adult learners, the methodology of teaching the adults duration for which it is organised and the content of the training programme. These issues, being of vital importance, need to be discussed at length.

### **Motivation of Adult Learners**

One of the difficult tasks to be faced by the Instructors is to motivate the adult learners to bring them to the literacy centres and to sustain their interest. Motivation plays a vital role in the success of any venture and more so in the literacy programmes. Some of the ideas and suggestions which are based on the experience of people working in the field of adult education are very briefly presented here. The Instructor should know that :—

- the adult learner seeks to fulfil some of his needs through the adult education programme and therefore, the programmes must relate to the needs and interests of the learners ;
- different people have different reasons to come to the adult education centre ;
- by and large the adult learner is poor, and an exploited and neglected person ;
- he may have lost faith in the government machinery and the educated elite and he thinks them as means of exploitation. His behaviour has been conditioned by his past experience with the people in power ;
- he leads a dull and uneventful life ;

- he has become fatalistic and is steeped into rituals, superstitions and is traditional oriented ;
- he think it is too late to learn and change ;
- he desires to express, but hesitates to do so because of the feeling of inferiority, although he has rich experiences of life which could be an asset for the centre ;
- by coming to adult education centre he perhaps is giving us the only chance to impart to him awareness, literacy and functionality simultaneously.

If this is the profile of the adult illiterate learner, a suitable strategy has to be evolved by the instructor to seek and sustain his participation in the adult education programme.

Some suggestions in this respect are as follows :-

- the instructor should try to identify areas of common concern to the adult learners and organise activities which are relevant to them. These could relate to his own health, occupation, welfare of his family etc. ;
- he should treat the adult learner with utmost respect and give him recognition irrespective of his poverty, social deprivation and other handicaps ;
- respect his individuality ;
- seek his opinion on different issues and give his views due respect ;
- should provide him with adequate opportunities for self expression ;
- first few experiences provided to him should be pleasant and success oriented ;
- the task be designed in such a way that the adult learner experiences success from the very beginning ;
- organise programmes with the help of various extension agencies and departments to secure some immediate benefits for him. This will restore his faith in the government machinery ;
- should have faith in the programme ;
- instructor must have his own convictions which he seeks to inculcate among adult learners ;
- organise such activities which develop a fellow feeling among adult learners so that they begin to share their joys and sorrows ;
- use short stories, anecdotes, actual life experiences, and events to make him see the negative and positive aspects of their traditions, customs, beliefs and values ;

- provide opportunities to him to demonstrate his talent in story telling, music or in other areas of his expertise ;
- identify individuals who have been successful in their life as a result of their acquisition of new knowledge and learning and arrange interaction of adult learners with such individuals ;
- feel the absence of the learner. A constant concern for him will ensure his regular participation ;
- if a learner is even temporarily absent from the centre he should be reached by the instructor as well as other learners in order to help him to return to centre.

The instructional programme in the centres should be oriented to individual and professional needs. There should be arrangements for recreation in the community centres and the instructional programme should be interwoven with such recreative activities. There may be arrangements for slide and film shows on relevant topics. The centres should have radio sets (if possible TV sets) to listen to the lessons to be prepared and broadcast on adult education. Such lessons should be prepared with due care and Adult Education Instructors should be trained to utilise such lessons.

### **Methodology of Teaching Adults**

The field functionaries engaged in the adult education programme at the AEC level who are responsible for running the literacy centres are generally either college students, matriculate or less qualified and they need to be acquainted with the concepts of adult education and philosophy and approach that ought to be followed in organising the activities of the centre. They, therefore, need to be oriented properly in the skills necessary for running the centres.

Adult learn in an adult way. Peter Jarvis, in an article 'Implications for Educators of Adults' writes that the reasons for apparent inability of many adults to learn are more sociological than psychological. In every sphere of life the law of disuse is constantly in operation. Thus, if a human faculty is not used for long, rust grows on it and makes it atrophied and inoperative in course of time. Exactly this happens in case of the adults who have either never gone to school or who after some schooling have remained entirely engrossed in their daily drudgeries and have perhaps forgotten almost all what they learnt earlier.

The learners bring their own biographies to every learning situation and certain previous experiences may prove helpful to the learning process while others hinder it. For instance, the people who switch off the television,

or even the mind, rather than hear things that they do not want to hear are being inhibited from learning something new by previous experiences. Sometimes educators of adults have to spend a considerable amount of time trying to break through such blockages in order for adults to learn effectively. Here the work of the educator is similar to that of the therapist, who has to help patients to overcome the problems that beset them. At the same time, it must be recognised that adults bring a wealth of experience to their learning, so that the teacher who omits to consider this is in danger of both alienating the learner from the teaching and learning situation and also of losing a most valuable learning resource. This means that certain methods, such as the uninterrupted lecture, might not always be the most beneficial way of helping adults to learn. Adult educators have for long recognised this, but as other teachers from schools, higher education and industry and commerce, etc. begin to play a role in adult teaching so it is important to recall some of these basic principles. Even so, it is recognised that hearing adults recount previous experiences is not necessarily always a good use of time. However, it is important for educators to diagnose the position, experience and knowledge of students prior to teaching and so techniques that reach out to that biographical experience and seek to understand it become important. It is suggested above that adult educators have to go out of the formal organization to reach people in certain situations and it is now being suggested that educators have to bridge the cultural divide in order to understand the previous experiences of learners, and learn their learners' language and life world. Goulet's (Freire, 1974, p. viii) analysis of Freire's method is perhaps pertinent here : he analysis it thus :

participant observation of educators 'tuning in' the vernacular universe of the people :

their arduous search for generative words at two levels : syllabic richness and a high charge of experimental involvement :

a first codification of these words into visual images which stimulate people 'submerged' in the culture of silence to 'emerge' as conscious makers of their own 'culture'

the decodification by a 'culture circle' under the self-effacing stimulus of a co-ordinator who is no 'teacher' in the conventional sense, but who has become an educator-educatee in dialogue with the educatee-educators too often treated by formal educators as passive recipients of knowledge :

a creative new codification, this one explicitly critical and aimed at action, wherein those who were formerly illiterate now begin to reject their role as mere 'objects' in nature and social history and undertake to become 'subjects' of their own destiny.

Here Freire's approach is well summarised and, while it is recognised that he was working in the Third World, this is a typical adult education method of reaching across the cultural boundaries and seeking to understand the ways in which the educator can help the educatee by understanding where the educatee stands. While Freire wrote about the Third World, the persons with whom he worked were also persons formed by and affected by their social-cultural-temporal milieu in the same way as are other learners, and so the principle of teaching method is the same, whoever the persons are. But in the process the educators become learners too. They learn about a different social-cultural universe and may be, as a result, view their own universe in a different manner. However, it is only from knowing about the biography of the learner that the educator can use that wealth of biographical knowledge to enrich learning, and also ensure that the learning experiences that are created are most meaningful to the learners. There is one problem, at least, with the educators trying to cross the bridge of the cultural divide between themselves and the learners: the latter have their own expectations of how the former should play their role and if the educators do not negotiate that role performance with the learners they might actually lose their respect, which in turn would inhibit the learners learning effectively.'

Different methods can be used to teach the adult illiterates and some of these are mentioned below :-

- (i) *Laubach Method* : Under this method, the adults are taught by showing the picture from charts representing various words ;
- (ii) *Synthetic Method* : Synthesis means combination of two or more words. Under this method, letters are individually learnt and then they are combined into words ;
- (iii) *Analytical Method* : Under the analytical method the learners are taught through words by disjoining them :

The Instructor may use any of the above methods or different methods for different categories of learners for imparting instructions to the adult illiterates enrolled in the literacy centres.

#### **Duration of Training Programme**

The Directorate of Adult Education, Government of India, New Delhi, is the apex body in India for imparting training to the adult education functionaries at the national level. In the States, the training is imparted by the State Resources Centres. In accordance with the training manual developed by the Directorate of Adult Education, Government of India,

training in assumed to be concurrent at least with one programme cycle i.e., full duration of 10-12 months. This can be divided into the following phases :-

- (a) Pre-programme phase of upto 2-3 weeks ;
- (b) Mid-programme phase of upto 1 week ;
- (c) monthly meetings with supervisors ; and
- (d) self-training while on job.

The training manual developed by the University Grants Commission for the training of Adult Education functionaries provides that 'models may be planned for a duration of about 70 hours to cover the basic course ; this may be followed by a refresher course of 10 hours after six months to discuss the impact of the programme. While this would hold valid for the training of a centre-based instructor, a shorter duration has been spelt out for those adopting the method of "each one, teach one/two". Recently, promotion of literacy has been identified as one of the six national missions with a view to applying technological 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, therefore, provides for the creation of a National Institute of Adult Education at the national level. It also provides for the creation of District Institute of Education and Training (DIET) at the District level. This document provides that 'approximately 100 training institutions will also be identified for imparting training to the youth and instructors for at least three weeks'. As such, three weeks training to the instructors engaged in the adult education programme is considered to be the most appropriate.

### **Training Contents**

Literacy is an indispensable component of human resource development. It is an essential tool for communication and learning, for acquiring and sharing knowledge and information, a pre-condition for an individual's evaluation and growth for national development.

In view of above and also in view of the objectives enshrined in the National Policy of Education-1986 and high importance given to the task of eradication of illiteracy from India, the instructors engaged in this national programme be apprised of the national goals i.e., achieving self reliance in literacy, national integration, conservation of environment, womens' equality and observance of small family norms. Besides, the instructors be also apprised of other issues relating to health awareness, political awareness, social awareness and economic awareness, so that they may be in a position to disseminate the information among the adult learners. The Training Manual developed by the Univeisity Grants Commssion, New Delhi suggests the following basic course for the Instructors :-

## Training of Instructors (Basic Course) Centre-based Planning and Organisation

1. Concept of Adult and Continuing/Extension Education.	Lecture/Discussion/film/slides.	2 hours
2. Exposure to 20 point programme with emphasis on population education, national integration, co-operatives, health and environment, science for masses	Charts, slides, films followed by lecture and discussion.	2 hours
3. Introduction to developmental and welfare programmes like TRYSEM, NREP, IRDP, etc. (Adult Education and Development)	Case study, presentation and discussion	2 hours
4. Planning/programming for areas/communities for adult education work	Discussion on the basis of surveys and group work	2 hours
5. Preparation of Learners' profile	(a) Discussion on conducting surveys	1 hours
	(b) Field work (Actual survey)	3 hours
	(c) Preparation of profile in groups and reporting	2 hours
6. Characteristics of the learner group (Age group 15-35)	Lecture and discussion on some cases	1 hours
7. Motivational aspects	Role play, slide show followed by discussion	2 hours
8. Role and functions of an Instructor and relationship with other functionaries	A checklist, pamphlet and charts followed by discussion	2 hours
9. Organisation and conducting an adult education centre.	(a) Panel presentation/slide show/with discussion	2 hours
	(b) Visit to an AEC followed by discussion	4 hours
10. Communication skill and types of communication	Introduction, role play, games followed	2 hours

## Technical Inputs ;

### 11. Methods of Adult Education :

- |                                      |  |
|--------------------------------------|--|
| (a) Literacy methods                 | (a) Note on guidelines on 2 hours<br>planning and presenta-<br>tion of a lesson, follow-<br>ed by discussion |
| (b) Conducting discussions           | (b) Demonstrations of diffe- 4 hours<br>rent approaches  |
| (c) Developing Skills in<br>learners | (c) Practice lessons by 6 hours<br>participants (under<br>supervision and<br>guidance)                       |

### 12. Importance of recreation and entertainment : role of different media—both tradi- tional and modern

Lecture-cum-demonstration 4 hours  
(visual aids, slide show,  
puppet plays, songs, impro-  
visions, radio/television/  
video/films, tape-recorders,  
etc.

### 13. Introduction to available teaching/learning materials such as literacy cards, primers, work book, folders, charts, practice books, visual aids etc.

Lecture-cum-display 3 hours  
(exhibition)

### 14. Preparation and use of simple low-cost teaching/ learning aids, like literacy cards, flash cards, charts, folders, etc.

Demonstration followed by 6 hours  
workshop/group work

### 15. Supporting programmes to be organised for the centre

Lecture-list of items and 2 hours  
programme followed by  
discussion

## Monitoring and Evaluation

### 16. Monitoring and evaluation

Lecture, charts, interview 4 hours  
schedules, guidelines for  
evaluation, demonstration  
on conducting interviews  
and administering schedules,  
practical exercises, interpre-  
tation of data etc.

- |   |   |
|---|---|
| 17. Financial and administrative arrangements   | Lecture, note followed by 2 hours discussion  |
| 18. Maintaining records such as attendance register, visitors book, register for teaching learning material and equipment, different forms, proforma, correspondence daily diary etc. | Demonstration and practical exercises 4 hours |
| 19. Preparation of Initial report and Monthly reports   | Demonstration and practical exercises 2 hours |

**Follow-up**

- |   |  |
|---|--|
| 20. Planning for post literacy, follow-up and continuing education programmes | Project-work in group 4 hours followed by discussion |
|---|--|

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70 hours

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Some short-term courses for semi-skilled and unskilled illiterate workers be also included in the training programme of the Instructors to increase productivity. 'Learn, while you earn', is a well known saying and it is more apt in the case of adults. As such, to make this programme more beneficial for the poor rural and urban illiterate people, some economic activities be also included in it. This will be a great source of motivation for the adult learners to join the adult literacy centres.

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## Adult Education for Women in Pondicherry

“Locate Yourself a book, homeless folk !  
Go, search some knowledge, you who freezed !  
You who starve, reach for a book !  
It will be a weapon !”

These are the inspiring lines of poet BERTOLD BRECHT in “PRAISE OF LEARNING”.

According to the 1981 census report of India, the literacy rate is 36.23 per cent, of which 24.82 percent are female and 46.74 percent male, (Directorate of Adult Education, 1986). Hence much effort is needed to eradicate illiteracy—a burning problem in India. It is a sad commentary that 193 districts in India have female literacy rate less than 20 per cent, while the country's coverage of women through Adult Education Programme is only around 41%. The current Adult Education programme lays special emphasis on the active involvement of women in development programmes, family planning, welfare of the children etc., for which a special project called Non-formal Education for Women and Girls had been initiated by Government of India in collaboration with UNICEF, (Saxena, J.P. 1984).

The Working Group Report on Adult Education for the Seventh Five Year Plan indicates that the messages on health and hygiene, small family norm, savings, methods to get nutritious food from available stuff, and facilities for medicine generally do not reach women and so there is no perceptible impact upon them. Therefore, the need arises to give priority to women in the eradication of illiteracy.

The practical realities of Adult Education are such that the need for research findings to help guide future pragmatic efforts must be taken into consideration. Adult Education requires the allocation of resources, scarce in many developing nations. Moreover, the importance of many such programmes in national plans to ameliorate social and economic injustices demands a paradigm that can authentically confirm or deny the underlying assumptions and thus have an impact on policy formation, (Paige, M., 1983).

Research should include empirically testable statements, leading to definition of key concepts in operational terms, and suggest research strategies that can be reproduced anywhere. It must promote broad research programme consisting of many studies and should suggest extensions and refinements, (Bock, J.C., *et. al.*, 1983).

Research in Adult Education at present in India has to be the commitment of the nation because of its direct relevance for improving the existing condition of its poor. Any research finding and results are of immediate use unlike in other areas of research, (Reddy, E.V., 1983).

### **Objectives**

The objectives of the study were as follows :

To find out the attitude of the learners towards the Adult Education Programme.

To find out the attitudes of the learners towards the three components of Adult Education namely LITERACY, AWARENESS and FUNCTIONALITY.

The operational definitions of these terms adopted for the purpose of this part of the study are explained by the Ministry of Education and Culture 1980, and Sharma, I.P., and Patel, S.K., 1986.

### **Literacy**

Literacy is a systematic education which aims to train people in the 3 R's. (Reading, Writing and Arithmetic) in their regional language.

### **Awareness**

Awareness is the means to increase the adult learner's level of understanding of himself, local and wider environment and to enhance his or her individual and collective functioning. In short, practically, it is the capacity to recognize the felt and unmet needs.

### **Functionality**

Functionality refers to increasing the vocational efficiency and keeping oneself acquainted with upto date knowledge and information about one's own vocation or profession.

### **Methodology**

The study was carried out in Pondicherry. All the 21 SAEP centres for women were included in the study, out of which 8 centres are for women belonging to schedule caste. The total number benefitting under SAEP for women in Pondicherry is 630. Judgement sampling method was followed, as simple random selection may miss the more important elements since the universe posses small numbers. The criteria for selecting samples was satisfying a minimum of 50% attendance. Following this, only 232 samples were chosen for the study.

A base line survey was carried by administering the interview schedule prepared for this purpose. The results indicated the poor socio-economic conditions.

To study the attitudes of the learners towards SAEP and their interest towards the 3 components of Adult Education, namely functionality, awareness and literacy SCALING TECHNIQUES (ATTITUDE SCALE) were adopted.

An attitude scale was developed by the investigator after discussing the problem with various experts and taking into consideration the views expressed by various authors in books and journals on education.

To study the attitudes of the learners towards the SAEP, a five-point attitude scale was developed (strongly disagree, disagree, undecided, agree, strongly agree) with points 1, 2, 3, 4 and 5 respectively.

To evaluate the literacy, functionality and awareness skills, an attitude scale was constructed with five points for functionality and awareness, and 3-point scale for literacy.

The five points include unaware, knowledge, analysis, value assessment and action level with points 1, 2, 3, 4 and 5 respectively.

The operational meanings of these five terms as explained by Mathur, R.S., (1985) are mentioned below :-

#### **Unaware**

It is the state in which the learners do not know or are not informed about the existing situation.

#### **Knowledge or information level**

At this level the learner would acquire basic information through a variety of ways—dialogues, talks with the instructor and other fellow learners. He or she would receive and collect information, but he or she may or may not use it.

#### **Analysis level**

At this level the learners would begin to analyse and identify the dimensions of the problem. How large is the problem, who are involved in it and he or she would begin to discriminate between problems that arise because of his or her inaction or otherwise.

#### **The value-assessment level**

At this level the learner would not only be acquainted with the problem and solution, but would think of different alternative solutions. In other words, he or she would attach a 'value' to one of the solutions. The amount of 'commitment' needed for initiating action would emanate from the intensity of the value formed or attached after weighing the pros and cons of each alternative. He or she would then select the best solution and associate herself with the solution for the sole purpose of improving her own life or the life of the community around herself.

## Action level

The individual/group would now initiate action for resolving the problem on the lines devised at the evaluation stage.

The three-point scale include good, average and poor for literacy with scores 3, 2 and 1 respectively.

The study was carried out among the learners of the year 1986-87, when they were in the third level, that is, during the end of the 8th month of their study (January 1987).

## Results

Regarding the attitude of the learners towards adult education programme, generally speaking, a positive attitude was noticed, that is, the grand weighted mean was 60.47. For most of the aspects a quite good number can under the category, "Strongly agree" and "agree" for which the scores were maximum of 4 and 5 respectively. Table-I indicates the aspects dealt with, the number of learners under each category and the weighted mean.

TABLE-I

### Attitude of the learners towards the various aspects of NAEP

Sl No.	Aspects	SD	D	UD	A	SA	Weighted mean (W)
		1	2	3	4	5	
ADULT EDUCATION PROGRAMME							
a.	Liquidises Adult illiteracy	—	—	—	187	45	64.86
b.	Ensures better standard of living	16	22	38	108	48	56.40
c.	Develops confidence	13	17	34	70	98	61.26
d.	Gives courage to face the realities and challenges of life	10	10	13	180	19	59.93
e.	Emphasises employable skills	4	38	34	104	52	57.20
f.	Enhances political conscientization	—	17	43	94	78	61.93
g.	Emphasises civic participation	—	32	29	117	54	59.26
h.	Enhances rational thinking leading to sound decision making	—	10	89	97	36	57.00
i.	Self realisation and value realisation	4	19	83	114	12	53.80
j.	Sources liberating creative talents	3	13	90	108	18	54.73
k.	Liberation from all bondages	5	10	89	98	30	55.60
l.	Improves the environment	3	7	20	122	80	64.33
m.	Induces systematic work	8	40	100	74	10	48.93
n.	Enhance competence	—	—	107	86	39	57.33

o. Enables better understanding of family life problems	—	—	20	192	20	91.20
p. Gives the real importance of women's Status	—	—	32	178	22	61.20
q. Offers opportunity to handicapped, Unemployed, Marginal farmers, poorest of the poor etc.	—	—	24	184	24	61.86
r. Personal cleanliness	—	9	—	194	29	62.60
Total	66	244	845	2307	714	
PERCENTAGE	1.58	5.84	20.24	55.24	17.1	
GRAND WEIGHTED MEAN	—	—	—	—	—	60.47

SD — Strongly disagree	—	1 score
D — Disagree	—	2 scores
UD — Undecided	—	3 scores
A — Agree	—	4 scores
SA — Strongly Agree	—	5 scores

From the above table it is quite evident that maximum numbers of learners fell under the category "agree" for 16 aspects out of 18, for which the fixed score is 4. For the two aspects namely, "Induces systematic work" and "Enhances Competence" most of the learners responded as undecided. Other than this for all the other aspects, a satisfactory response was sought. The grand weighted mean for these 18 aspects was 60.47. When the total percentage for each category was calculated a highest percentage of 55.24 was for 'agree' descended by 'undecided', 'strongly agree' and a meagre percentage for 'disagree' (5.84) and strongly disagree (1.58).

Extent of awareness, functionality and literacy skills among the selected learners :-

When the above three aspects were compared numerically and statistically (Weighted mean), literacy seemed to rank first followed by awareness and finally functionality. Table-II depicts the number of learners responded under each category of the awareness component.

TABLE-II

Extent of awareness on various aspects among the learners

Sl. No.	Aspects	Level of awareness			Weighted mean (W)		
		UA	KN	A	VA	AC	
		1	2	3	4	5	
1.	Protected drinking water should be used for drinking and cooking.	—	38	—	—	194	69.73
2.	Immunization for children is compulsory.	—	31	—	—	201	72.06
3.	Family planning is a best method for controlling birth rate.	—	29	—	—	203	71.53

4. Untouchability is a social evil	—	52	—	—	180	66.93
5. Primary education for children is compulsory	—	50	—	—	182	67.33
6. Voting right	—	74	—	—	158	62.53
7. Importance of newspaper reading	—	102	—	—	130	56.93
8. Provision of loans from Co-operative societies and Banks	47	124	24	32	5	34.66
9. Evils of Dowry	—	209	—	9	14	44.26
10. Importance of using improved technology in households (eg) Smokeless Chulah	107	60	20	19	26	32.86
11. Importance of fair price shops	—	—	—	—	232	77.33
12. Ill-healthy habits of money lenders exploiting the poor	17	80	9	32	94	53.46
13. Programmes implemented by the Govt. for worker sections	87	94	8	16	27	33.20
14. Threat of superstition beliefs	—	58	—	—	174	65.73
Total	258	1001	61	103	1820	
Percentage		7.94	30.82	1.88	3.33	56.03
Grand Weighted mean						57.75

UA — Unaware	—	1 score
KN — Knowledge	—	2 scores
AN — Analysis	—	3 scores
VA — Value Assessment	—	4 scores
AC — Action	—	5 scores

From the above table it holds true that for the 11 aspects most of the learners revealed that they put them into action. For items like making use of "Co-Operative loans and bank loans", standing against "giving and taking dowry" and "making use of Smokeless Chulahs" and other appropriate technologies" very poor response was noted.

TABLE-III

### Functionality level among learners

Sl. No.	Aspects	Level of Functionality					Weighted mean (W)
		UA	KN	AN	VA	AC	
		1	2	3	4	5	
1.	Leisure time can be effectsvely used by doing income generating activities	—	109	32	37	54	48.8
2.	Under the IRDP the following are benefitted by getting loans	77	107	8	21	19	32.93

a. Rural landless labourers (RLEGP)						
b. Rural youth (TRYSEM)						
c. Rural women (DWCRA)						
d. Rural children (DWCRA)						
3. Financial assistance to destitute women to set up petty shops (Social Welfare Department)	127	70	13	22	—	26.26
4. Scholarships to children and widows and handicapped for education (Social Welfare Department)	102	107	5	7	11	20.93
5. Vegetable seeds and fertilizers can be had from the nearest Agricultural office with valuable instructions for kitchen gardening	—	65	21	34	112	59.26
6. Saving money in Post Office or Bank can be used productively at the time of need along with the interest	—	104	13	21	84	53.4
7. Being a member of a nearby madher sangam will enable individuals to learn tailoring, embroidering through which some money can be earned	—	91	32	23	76	51.93
Total	306	660	124	165	369	—
Percentage	18.84	40.64	7.64	10.16	22.72	—
Grand Weighted mean						41.93

The functionality level seemed to be very poor. A meagre percentage of 22.72 learners put the items into action. Though 40.64 per cent are aware of the benefits, they have not taken any steps to carry it out. Animators should stand by their side as guide and help them in every step of carrying it out. Compared to the level of awareness, the functionality level is very poor. The grand weighted mean is only 41.93.

TABLE-IV

**Extent of Literacy among learners**

Sl. No.	Level	Scores fixed	Number of learners	Percentage of learners
a.	Good (Above 60 marks)	5	102	43.97
b.	Fair (40-60 marks)	3	97	31.81
c.	Poor (below 40 marks)	1	33	14.22

Weighted mean=93.11

The above table expresses that more number of learners came under the category good, descended by fair (41.81%) and finally poor (14.22%).

The total marks obtained in the 3 R's. (Reading, Writing and Arithmetic) are included in the literacy component.

TABLE-V

**Comparative analysis of the three components namely Awareness, Functionality and Literacy.**

Sl. No.	Components	Grand weighted mean	Percentage	Rank
1.	Awareness	60.47	30.93	2
2.	Functionality	41.93	21.45	3
3.	Literacy	93.11	47.62	1

From the above table it is clear that literacy is ranking first with 93.11 as the grand weighted mean, followed by awareness (60.47) and functionality (41.93).

Care should be taken to see that all the three (literacy, awareness, and functionality) are given equal priorities. Functionality should rather be given a high emphasis as it promotes the personal skills and efficiency to earn money which is the basic need to improve the standard of living. □

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## Development Oriented Nonformal- Education Programmes for Agricultural Labourers

In the early twenties, attempts were made to undertake rural development programmes in different parts of the country. These programmes were initiated either by individuals or by institutions. Gandhiji's organisations at Sevagram, Rabindranath Tagore's work in Santhiniketan, Village Reconstruction Programme in Marthandam by YMCA, the rural reconstruction programme set up by Saayajrao III of Baroda, Brayne's programme of extension work in Gurgaon district, the Firka Development Scheme in Madras, the Sarvodaya Centres in Bombay State, and the extension projects at Etawah, Nilokheri and Faridabad are all outstanding experiments in rural development. Improvements in agriculture and village life formed the core of all these programmes. Drawing inspiration from the above experiments, a programme of Community Development was drawn up and initiated by the Government of India on 2 October 1952. The programme covered the whole range of rural life, having emphasis on agriculture, animal husbandry, minor irrigation, communication, health and medical facilities, education, co-operation, village industries, amelioration of backward classes and tribal people (Santhanam, 1987).

In spite of the successful implementation of these programmes, more than 359 million people of the Indian population, live below the poverty line. (Jayagopal, 1985) However, India has attained self-sufficiency in food production after 40 years of concessions and assistance extended by the

**Government.** The Green Revolution has increased the agricultural output, but the agricultural labourer continues to be the poorest among the poor. The Census Report of 1881 put the total landless day labourers in agriculture at 7.5 millions. The number rose to 21.6 millions in 1921, 27.51 millions in 1957 and 55.37 million in 1981. The number would have gone up now. According to the National Commission on Labour, "and agricultural labourer is one who is basically unskilled and unorganised and has little for his livelihood other than personal labour". Persons, whose main source of income is wage employment, fall under this category. There are permanent labourers attached to a cultivating household and there are casual labourers like cultivators, share croppers and lease holders. There are several causes for the growth of agricultural labourers, the principal one being the high net growth rate of population. Also, the growth of indebtedness owing to low income has led to the transfer of land from small owners to the moneylenders, resulting the former becoming agricultural labourers. (The Hindu, 1987).

We have seen how agricultural labourers suffer in spite of the 30 years of Rural Development Programmes and the Green Revolution. It is now widely accepted that for the success of any developmental programme, Human Resource Development approach has been assigned a key role in the current development strategy. Education and training provide one of the important inputs for Human Resource Development (HRD) at every age level. The seventies were a period of considerable rethinking on educational strategies. Among other things, adult literacy, universalization of elementary education and non-formal education programmes would be essential aspects of our educational policy of the future. Adult education has been regarded as an possible alternative to formal education, particularly for those who cannot either combine schooling with productive work or are unable to relate their work experience to the school curriculum. It was hoped that functional literacy would improve the prospects for employment in certain areas. A major programme entitled "Non-formal Education" was launched in 1975-76. The objects of this, as of the "National Adult Education Programme (NAEP)" was to provide 'meaningful education to poor people, especially those belonging to the weaker sections of the society who had been denied the benefits of formal education'.

The Government of India launched a massive adult education programme called NAEP on 2 October, 1978 to educate the 100 million illiterate people in the age group of 15-35 in a phased manner with the major objectives of eradicating mass illiteracy and raising functionality and awareness among the weaker sections of the society. NAEP was an attempt to bring about rapid and qualitative changes in the process of development and to correct the serious socio-economic inequalities in the society (Adiseshiah, 1981).

According to the 1981 census, there are 444 million illiterates and 241 million literates, Among the literates 29.65 per cent are in rural areas and 57.40 per cent in urban areas. There are 223.30 million people in the age group 15-35 out of whom 112.20 million (50.2%) are illiterates. Among the illiterates 41.80 million (37.25%) are men and 70.40 million (63.65%) are women.

In the Sixth Five Year Plan (1980-85), priority had been given to the programme of Adult Education by including it in the Minimum Needs Programme (MNP) which forms the core of the development programmes in the country. Further the Sixth Five Year Plan envisaged that the entire adult illiterate population of the age group (110 million) will be covered by the year 1990. Accordingly, the number of AECs was raised from 92,105 in 1980-81 to 2,07,104 in 1984-85. 95.5 per cent of the total number of Adult Education Centres (AECs) were located in rural areas. The enrolment in AEC were raised from 25,90,724 in 1980-81 to 61,75,029 in 1984-85. The total coverage during the Sixth Plan period was 23.00 million including the coverage under the Central Board of Workers Education. There are 452 Rural Functional Literacy Projects, 74 Universities and 1866 colleges, 196 Nehru Yuvak Kendras (NYK), 502 Voluntary agencies and 30 Shramik Vidyapeeths participating in the implementation of Adult Education Programme (AEP) in the Country. It is estimated that 20 million adult illiterates would have been covered by these programmes during the Sixth Plan.

Although a considerable progress has been made, the evaluation studies conducted in some States have revealed that for want of motivation, continuous participation of learners is not easy to secure. In many States, the local communities where adult education centres are organised, are not involved in the work related to AEP and do not show active interest in running the centres. Further, an examination of policy, programmes and achievements indicate the existing gaps and the possible course of action required in the future in order to eradicate illiteracy from the country. The policy of encouraging non-formal and adult education particularly for those who are left out of the formal education system for reasons beyond their control need to be further intensified to provide them the basic knowledge and skills and also to create greater awareness to manage their lives in the changing socio-economic environment resulting in the adoption of practices based on science and technology. However, these existing systems, have come in for a lot of critical observations and hence augmenting the system and improving the quality should constitute one of the basic guidelines for implementing the Non-formal and Adult Education Programmes. There is no doubt that this programme provides avenues for learning for all the educationally deprived adult groups, but these have to be meaningfully linked to their economic and social activities, Non-

formal and adult education should also have links with vocational education, as people in the adult group look upon any activity as a means for their livelihood. (Muthayya and Hemalatha, 1987).

The present paper tries to envisage an integrated HRD programme after a thorough perusal of survey of a few case studies on agricultural labourers published by The Hindu (1987). The Hindu, a daily newspaper, had conducted a survey in Tamil Nadu, Karnataka, Andhra Pradesh and Kerala on Agricultural Labourers' Socio-economic and Employment Problems. (The Hindu, 1987).

This is an intensive study of materials published by the Hindu dated, 22 September 1987, about the survey of the problems of agricultural workers with a view to obtain insights and explanations about that object in its real social context and to identify specific Non-formal Education Programmes through which we can solve the problems of the agricultural labourers. The present method differs basically from the other research methods in the sense that its focus of interest is the individual unit rather than populations, and it looks at this unit in its totality rather than in the light of a specific hypothesis.

The following cases of random survey made in Tamil Nadu, Andhra Pradesh, Karnataka, and Kerala States, by the correspondents of the Hindu (The Hindu, 1987), have been subjected in this article as samples for critical analysis and to identify the alternative strategies to solve the problems of agricultural labourers who continue to be the poorest among the poor.

Saradamma in Gopalapuram Village near Mandya in Karnataka said that she migrated to Mandya some 38 years ago from Gingee in Tamil Nadu. She then worked for 50 paise a day. Now she gets Rs. 4 a day but is able to survive because she is assisted by her teen-age son who is also employed on a farm. But 50 year old Muthurama Reddi of Mandya who gets Rs. 7 a day is able to get along though he has farm work only for 150 days in a year. The rest of the year is spent on doing odd jobs like road laying, and tree-cutting for fuel.

In the remote village of Sivaramapuram in Tanjavur district in Tamil Nadu, Thindan and his wife get an annual income of Rs. 800. Thindan says the gap between income and expenditure is narrowed by borrowing by reducing their food requirements. The four sons in the age group of 10-20, do not go to school but spend their time by grazing cattle and doing odd jobs to augment the family income. Thindan says that the midday meals scheme has come in handy because two of his sons are attending school solely with a view to having a free meal. 'With my poor income, I am not able to provide them with that much of food, not to speak of nutrition'.

O. Nageswara Rao of Magallu Village near Vijayawada in Andhra Pradesh has a different story to narrate. As a joint family, they raised paddy on a two-acre piece of land followed by horse gram every year. The family consisting of 10 members had taken on lease 10 acres of land. To the owner of the land, they gave 20 bags of paddy while they took for themselves 10 bags. The male members received Rs. 15 a day and the female members Rs. 10 when they worked outside and when the season was busy. During the lean period they got only Rs. 4 or Rs. 5 for females. Nageswara Rao recalls that out of the little savings they were able to purchase two acres of land. The family had no work in the village for at least 150 days in a year and during the period, they went from place to place looking for odd jobs. The children were not educated because we wanted them to augment the family income. Ankalu G. and T. Ramiah, two members belonging to the older generation said that in their days they were paid only four annas as wages for the whole day. "These are better days because my descendants wear shirts, go to films and enjoy life".

In Mannoothy, near Trichur in Kerala, C.M. Radha working in a Government owned farm received a fixed monthly income of Rs. 725. She is a permanent employee of the government farm and had educated her children. Her husband was also employed. But the case of Rama Kutty of Alathur near Palghat was miserable. Most of the farm workers here were paid Rs. 15 a day and the women get Rs. 12. While the man had work for only a little over 60 days in a year, the women worked for 100 days.

Raman Kutty says that they do not get work during off season. If it is a double crop land, they get work for a few more days but in the case of single crop lands, they have work only for about 60 days.

K. Soman (28), a farm worker with three children, Punnamada of Kuttanad in Kerala, intends to rope in his children also for farm work once they complete the minimum of education up to the eight standard. He says that at least for a fortnight every year, the family starves though the children are provided the minimum required.

Kunnuswamy, a farm worker in Tigarajapuram Village near Kumbakonam, said, he, his wife and children found work for 150 days in a year and their average income per annum was around Rs. 1200. The gap between income and expenditure was narrowed by borrowing or reducing the food requirements.

Prahaladha of Shimoga in Karnataka says that farm labourers are at the mercy of so many factors like the price structure and the absence of law for them. He has work for less than 100 days in a year and therefore can not educate his children. His wife at least gets an assured income

every month attending to odd jobs in various households in the town. That helps the family to keep going.

The above cases of agricultural labourers in South India clearly indicates that in spite of the Green Revolution and the Government's continuous efforts on rural development and other developmental programmes such as rural employment, education, flood and drought relief, etc. has not produced any change in socio-economic conditions of most of the rural people who continue to be below the poverty line. Further, these cases reveal the following reasons which derive them to-poverty.

Agricultural labourers' wages are much lower than those of industrial labourers. Their working man-days are much lesser than that of the industrial labourers. This disparity between the two groups is due to the excess of agricultural population in relation to the land available for cultivation, debt bondage and the seasonal character of agricultural operations which reduces the bargaining capacity and working man-days. The steep rise of the number of agricultural labourers only shows that the rural economy has failed to absorb the additional labour generated in the country and that millions of small and marginal holders of land have lost their lands and joined the ranks of workers. In all the four states the farm workers, particularly those raising paddy, have work only for about 80 to 140 days in a year. The pattern of labour utilisation varies from place to place owing to the different systems of irrigation, quality of water, soil properties, seasons, varieties of crops, duration, kinds of input, levels of technology, management skills, etc. More so, the inability of agro-industries to provide adequate employment to agricultural labourers, lack of opportunities for self-employment or non-agricultural employment, displacement of means of subsidiary occupation, exploitation of landlords and bureaucrats, habitual drinking by agricultural labourers, poor health, etc., pushes them to poverty. The gap between income and expenditure and utilization of their earnings on lavish marriages and other social functions leads them to borrowing from the money-lenders on higher interest and become indebted. The vivisection of the analysis in the case studies presented above reveals that the agricultural workers continue to be the poorest among the poor, due to lack of organisation, violation of land reforms laws, the pattern of tenancy rights, underemployment, poor wages, less utilization of working man-days, poor health, disintegration of village community, poor education, almost total reliance on rainfed irrigation and unhappy farm relationship. All these seem to militate against the farm workers.

Although earlier attempts to develop the rural poor have not yielded fruitful results, now the planners and policy makers shifted their approach towards the promotion and development of technology for occupation engaging artisans, landless labourers, scheduled caste/tribes and other weaker sections. In the development and utilisation of technology, an

integrated and multi-sectoral approach has been emphasised. Further, it is necessary to invest in measures to improve the human material in terms of creating awareness, improving knowledge relevant to their occupation, strengthening the educational opportunities for children and adults including women, improving the accessibility and adequacy of various supportive services in the village, showing concern for not only reaching the benefits but also providing 'after care' so that fears of uncertainties and feelings of fatalism gradually disappear.

Based on the above conceptual analysis and approach, this article envisages a model called 'Development oriented Non-formal Education Programme' which judiciously blends welfare and development programmes including functional literacy programme into this model. Further, the scope of the model includes :

(a) Improvement and development of new technology for existing occupations as well as for related occupations and sectors in which the primary beneficiary groups are currently engaged.

(b) Improvement and development of new technology based on existing and new resources and co-products obtained through a more efficient utilization of resources with a view to creating additional occupation and employment for the primary beneficiary groups.

(c) Encouragement and promotion of multisectoral approach to technology development and utilization preferably through a portfolio of projects and programmes.

(d) Support to and promotion of all activities starting from identification of technological needs and generation through field trials and adaptive research, development and design upto setting up and operation of demonstration units to obtain utilisable know-how.

The working methods of the model are based on the 'action-reflection-action' approach. The problem faced by the learners in their particular social and economic environments become centres of interest and mainstay of the education system. This approach puts into practice a process which combines :

- Observation and analysis of situations that have been experienced.
- the interpretation of these situations.
- their transformation.

Knowledge and skill including literacy are acquired around the centres of interest through a process of analysis and action. This represents a form of non-formal adult education. Time and space of the learning are usually adopted to the needs and characteristics of the people involved, taking account of main cycle of the occupational and specific local factors,

Development Oriented Non-formal Education Programme for Agricultural Labourers is to be undertaken with an 'action-reflection action' approach to help the agricultural labourers to learn to live in a new way of living and develop their socio-economic condition and assist in adopting to a new community life. Based on the study of the problems of agricultural labourers together with a view of existing developmental programmes for agricultural labourers sponsored by Government, community and other voluntary organisations, a 6-month pilot preprogramming and counseling community service, as a first phase, is to be initiated. In the second phase for 9 months, a community organisation model with a general focus on community education and self-help programme is to be adopted. During this phase, the overall emphasis and methodology are to be identified and it should be work-focused and action-oriented and based on the formation of working groups with a participatory method of action and reflection. Moreover, the agricultural labourers could be greatly benefitted by providing education in very broad terms, to help them to adopt to their new situation, both in their socio-economic and work environment, it is assumed that the problems and needs of agricultural labourers could be ameliorated through adequate provision of services and education.

At the third phase, the programme could be divided into two periods. For the first 9 months, the project should function as a vocational and literacy training centre where programme activities are to be planned and implemented to fulfil the identified needs of the agricultural labourers. A major effort, during this phase, should be devoted towards developing their economic conditions and consolidating the literacy level of agricultural workers. During the next nine months, attempt should be made to implement the new modular programmes based on social and family aspects focused on creative usage of the resources of time and leisure within community and gaining the knowledge necessary to function effectively as healthy, well-adjusted persons both individually and within the family. □

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## **Impact of Green Revolution on Education of Rural Women in Punjab**

In any development programme, education is considered to be one of the key inputs. Education of rural women has remained neglected because of the fact that the role of women is confined to home only. But home is a unit of measurement for development and as such education of women is crucial for socio-economic development,

Past research studies by Arora (1972), Reddy and Jayashankar (1977), Randhawa (1979), Deb and Arora (1983) have shown that rural parents were giving emphasis on education of daughters. However, it is not known whether there has been any change in the status of literacy of women after the Green Revolution. Has the money earned through agricultural production revolutionalized the level of education of rural women? What factors have contributed or hampered education of girls both before the Green Revolution and after the Green Revolution? It is also not known if differences exist in the level of girls' education in the developed and under-developed districts as an effect of the Green Revolution. To seek answers to these questions, the present study was undertaken with the following objectives :

1. To compare the level of education and factors affecting education of rural women in developed and underdeveloped districts.
2. To determine the relationship between level of education and factors affecting education of rural women in developed and under-developed districts of Punjab.

### **Research Methodology**

The study was conducted in the developed and under-developed districts of Punjab to assess the impact of the Green Revolution on education of rural women. The districts were selected on the basis of :

1. Highest and lowest units of yield of wheat per hectare,
2. Highest and lowest rates of literacy among rural women.

The Statistical Abstract (1984) was used for indentifying the yield of wheat, and India—A Statistical Outline (1984) was used for identifying the rate of literacy. The abstracts showed that Ludhiana district recorded the highest

in wheat production (3,932 per hectare) and also had the highest in percentage of literacy among women (44.15 per cent). Bhatinda district had the lowest wheat production (2,804 per hectare) and lowest percentage of literacy (14.12 per cent). Therefore, Ludhiana was identified as the developed and Bhatinda as the under-developed districts for purpose of the study.

Three blocks from each district and one village from each block were selected at random. Thus, there were three villages representing three blocks of the selected districts. A total of 125 households from each of the districts were selected. The cut-off point for selecting the households was 1966 which was necessary to determine the impact of Green Revolution on education. While selecting the households care was taken to select only those households whose primary income was from agriculture. Those households where agriculture was combined with business or service for additional income were not included in the study.

### **Education of Rural Female School Going Population of Developed and Under Developed District**

The data on female school going population was obtained from the DPI Office, Chandigarh, to determine the number of schools in each of the the selected districts during 1966 and 1986 and also the year-wise enrolment of girl students at different levels of education. The information in respect of co-educational schools was not given separately in the records, as they were a part of boys' schools and, therefore, the number of boys' schools and year-wise enrolment figures were obtained for the purpose of this study.

#### **Year-Wise Number of Rural Schools**

The data in Table 1 shows that in the developed district (Ludhiana) the number of boys' schools at primary, middle and high school varied since 1966. No specific trend could be observed with respect to the increase or decrease in number of schools in different years, but there was definitely an increase in the number of schools. The number of boys schools at higher secondary level definitely showed a decreasing trend. The number of girls' schools showed year-wise variation, but the number of primary schools in 1966 and 1986 remained constant. The number of middle schools for girls in 1986 had decreased, whereas the number of high schools had increased almost three fold. The number of higher secondary schools in 1966 was only three which was the smallest number at different levels of education, but this number also decreased to one in 1970-71 and then no higher secondary school existed thereafter.

In the under-developed district (Bhatinda) the number of boys' schools varied between 1966 and 1986, but there was an increase in the number of

TABLE 1

## Yearwise Number of Rural Schools in Developed and Under-Developed Districts (a)

Year	Developed District (Ludhiana)								Under-Developed District (Bhatinda)							
	Primary		Middle		High		Hr. Sec.		Primary		Middle		High		Hr. Sec.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1966-67	598	14	58	19	69	9	7	3	480	—	66	—	33	1	6	—
1967-68	596	6	57	18	74	12	9	1	515	—	62	6	41	2	4	—
1968-69	601	5	61	14	95	14	7	1	507	—	64	6	48	2	1	—
1969-70	598	4	72	14	77	15	7	1	508	—	70	6	46	2	1	—
1970-71	579	5	94	12	86	18	6	1	497	—	79	6	72	2	1	—
1971-72	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1972-73	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1973-74	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1974-75	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
1975-76	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
1976-77	680	3	132	10	112	21	3	—	384	—	94	5	75	5	1	—
1977-78	664	3	135	10	123	21	4	—	385	—	94	5	75	5	1	—
1978-79	884	28	117	21	138	25	4	—	576	—	95	4	98	7	1	—
1979-80	874	14	104	6	151	19	3	—	576	—	93	4	107	7	2	—
1980-81	874	14	112	6	151	19	3	—	573	—	91	3	106	8	1	—
1981-82	858	14	96	3	171	22	3	—	573	—	94	3	114	8	1	—
1982-83	858	14	98	3	171	23	3	—	516	—	94	2	118	9	2	—
1983-84	858	14	96	4	176	23	3	—	577	—	94	2	117	8	3	—
1984-85	858	14	100	4	178	23	3	—	577	—	92	2	120	8	1	—
1985-86	858	14	102	4	181	23	3	—	576	—	92	2	120	8	1	—

A—Data obtained from DPI Office, Chandigarh

B—Boys

G—Girls

\*—Non-availability of records in DPI Office, Chandigarh

\*\*—Information not collected by DPI Office, Chandigarh

TABLE 2

## Yearwise Enrolment of Girls in Rural Schools in Developed and Under-Developed Districts (a)

Year	Developed District				Under-Developed District			
	Primary	Middle	High	Hr. Sec.	Primary	Middle	High	Hr. Sec.
1966-67	29256	5463	10669	1919	13939	5046	4611	556
1967-68	25140	3981	12642	1484	13138	5447	5209	360
1968-69	25862	994	16668	1666	9376	5715	6352	55
1969-70	27468	10594	16001	1629	12271	6536	7293	38
1970-71	24954	11704	17353	1581	9685	7399	9841	33
1971-72	*	*	*	*	*	*	*	*
1972-73	*	*	*	*	*	*	*	*
1973-74	*	*	*	*	*	*	*	*
1974-75	**	**	**	**	**	**	**	**
1975-76	**	**	**	**	**	**	**	**
1976-77	33946	20589	26359	820	29071	18072	18379	78
1977-78	33831	20443	29335	1205	28160	20234	27242	53
1978-79	60651	5913	16850	296	53766	2392	11970	—
1979-80	57480	5699	18685	323	52915	2294	11450	30
1980-81	58104	5155	19638	292	57508	3625	7604	178
1981-82	58799	4028	21246	273	55018	2348	7259	209
1982-83	57799	4257	22169	251	42593	2315	8181	200
1983-84	58239	4341	22762	302	45892	2443	7408	77
1984-85	62662	4773	24139	322	45719	2411	7451	195
1985-86	63981	4900	25409	328	47659	2764	9393	230

(a) =Data obtained from DPI Office, Chandigarh

\* =Non-availability of records in DPI Office, Chandigarh

\*\* =Information not collected by DPI Office, Chandigarh

schools in 1985-1986. No primary schools for girls had existed since 1966 in the under-developed districts. The number of middle school for boys increased steadily over the period of time. The number of boys' high schools increased almost three-and-half times whereas there was a decline in the number of higher secondary schools. The number of middle schools for girls was reduced whereas number of high school for girls had increased eight times. There was no school for girls at the higher secondary level.

The year-wise comparison of rural schools in the developed and under-developed districts revealed that while the number of primary schools for girls remained constant in the developed district, no girls' schools existed in the under-developed district. The number of middle schools in both the districts decreased, but increased with reference to high schools. The higher secondary schools for girls which existed in the developed districts till 1970-71 were closed and in the under-developed district no higher secondary schools for girls existed.

### **Year Wise Enrolment of Students**

The data on year-wise enrolment presented in Table-2 shows that in the developed district the enrolment of girls at primary level increased steadily between 1966-67 and 1986-87. At middle school and at high school the enrolment had decreased for girls whereas the enrolment at the higher secondary level showed variations.

In the under-developed district, there was year-wise variation with reference to the enrolment of girls at the primary level but enrolment had definitely increased in 1986 as compared to 1966. At the middle school level there was a considerable fall in enrolment over a period of time. At the high school level enrolment of girls increased till 1977-78, but declined in later years. However, the total enrolment of girls in 1986 was double in comparison to that in 1966-67. At the higher secondary level there was a decline in the number of enrolment of girls.

A comparison of enrolment of girls in the developed and under-developed district thus showed that the enrolment of girls at the primary and high school levels increased since post-Green Revolution period, but at the middle and higher secondary levels the enrolment had decreased. The decreasing enrolment could be attributed to non-existence of girls' schools, or due to decrease in the number of girls' schools in rural areas.

### **Percentage of Enrolment of Girls**

The percentage of enrolment of girls with reference to the total rural female population (Table-3) shows that in the developed district at the primary and high school levels the percentage of enrolment in 1985-86 increased as compared to that in 1966-67. There was a decrease in enrolment per-

centage at the middle and higher secondary levels. Similar observations were made for the under-developed district also.

TABLE 3  
**Level of Female Education and Percentage of Enrolment**

Level of Education in Developed and Under-Developed District	Percentage Enrolment	
	1966-67	1985-86
<i>Developed District</i>		
Total Rural Female Population	3,61,813	4,93,542
Primary	8.08	15.5
Middle	1.5	0.99
High School	2.94	5.14
Higher Secondary	0.53	0.06
<i>Under-Developed District</i>		
Total Rural Female Population	3,18,972	4,68,395
Primary	3.67	10.17
Middle	1.33	0.59
High School	1.21	2.00
Higher Secondary	0.14	0.04

### Education of Female Members of Households

The data on this aspect of the study was obtained for those female members who were residing in that household at the time of data collection and/or the married daughters who were given education by that particular household. The education of female population of the selected households was categorised under the level of education. The data in Table-4 shows that in the developed district 34.64 per cent of female members obtained education upto high school and 30.70 per cent were illiterate. In the under-

TABLE 4

### Educational Level of Female Members of the Households of Developed and Under-Developed District\*

Level of Education	Developed District N=557		Under-Developed District N=604	
	N	%	N	%
Illiterate	171	30.70	393	65.06
Upto Primary	82	14.72	115	19.03
Upto Middle	6	1.08	8	1.32
Upto to High School	193	34.64	83	13.74
Upto College	105	18.85	5	0.82

\*Figures include female education before 1966 and in 1986

developed district, 65.06 per cent of female members were illiterate while only 19.0 per cent had studied upto the primary level.

A comparison of level of education obtained by female members in the developed and under-developed districts clearly indicates that while in the developed district the level of education was high, in the under-developed district it was comparatively very low because of high percentage of illiterate female members. In the developed district, the female members had even obtained college education, but in the under-developed district, the percentage was almost non-existent. The differential levels of education in the two districts could be because of available educational facilities, increased income of the family and change in the mental outlook of parents. These factors may have been contributing to higher level of education of girls in the developed district.

#### Availability of Educational Facilities

The educational facilities that existed before 1966 and in 1986 both in the developed and under-developed district is given in Table-5. In the developed district, only one high school for girls existed before 1966 and also in 1986. There was one co-educational primary school in the village before 1966 and by 1986 one more school was there. The number of co-educational high schools in the village remained constant at two since 1966. No co-educational school in the nearest village of the developed district existed.

TABLE 5

#### Availability of Educational Facilities in Selected Villages of Developed and Under-Developed Districts

Availability of Educational Facilities	Developed District		Under-Developed District	
	Before 1966	In 1986	Before 1966	In 1986
<b>Girls' School in the village</b>				
Primary	—	—	—	—
Middle	—	—	—	—
High	1	1	—	—
Hr. Sec.	—	—	—	—
College	—	—	—	—
<b>Co-educational Schools in the village</b>				
Primary	1	2	2	1
Middle	—	—	—	—
High	2	2	2	1
Hr. Sec.	—	—	—	—
College	—	—	—	—

### Co-educational Schools in the nearest

#### village

Primary	—	—	—	—
Middle	—	—	—	—
High	—	—	1	1
Hr. Sec.	—	—	—	—
College	—	—	—	—

In the under-developed district no separate school in the village existed either in 1966 or in 1986. There were two co-educational primary schools in the village in 1966 but in 1986 only one school existed. The number of co-educational high schools in the village and in the nearest village remained constant at two both in 1966 and in 1986. It is, therefore, evident that scanty educational facilities for girls existed in both the developed and under-developed districts.

### Place of Studying

The information on place of studying was obtained at the time of completion or discontinuing studies and while studying. It was found that in the developed district, 42.0 per cent female members either completed or discontinued their studies from co-educational schools of the nearest village and 32.38 per cent from village schools for girls only. Those who were continuing their education were studying in girls' schools in the village only (40.00 per cent). In case of the under-developed district, 80.89 per cent female members completed/discontinued their education from the co-educational school in the village. While continuing education, majority of girls were studying in the co-educational school of the village in under-developed district.

### Factors Affecting Rural Women's Education

The factors affecting rural women's education was studied for the households where education was not given to girls and also those households where education was given. These factors were compared for 1966 and 1986 for both the developed and under-developed districts.

The data in Table-6 indicates that there were 72 households in 1966 who did not give education to girls and 11 households in 1986 did not give education in the developed district. In case of the under-developed district, 123 and 61 households respectively did not give education to their daughters in 1966 and 1986. Those households who gave education indicate that 53 and 120 households in 1966 and 1986 respectively give education in the developed district, whereas in the under-developed district, four households

TABLE 6

### Frequency Distribution of Households For Giving and not Giving Education to Girls in Developed and Under-Developed Districts\*

Households	Developed District		Under-Developed District	
	Before 1966	In 1986	Before 1966	In 1986
Number of households who did not give education	72	11	123	61
Number of households who gave education	53	120	4	86

\*Repetitive Numbers

gave education in the 1966 and 86 households in 1986. It can be concluded that the number of households who gave education to their daughters increased in 1986 in both the developed and under-developed district.

#### Ranking of Factors

It is seen from Table-7 that in the developed district socio-psychological factors ranked at the top in 1966 but in 1986 the economic factors obtained first rank for not giving education to girls. Similar findings were observed for the under-developed district also. Perhaps these findings could be attributed to strong social norms which existed in the past where education to girls was not encouraged by society. Moreover, perhaps parents also felt that education to girls may lead to problems of finding suitable grooms for them.

The observation of economic factors for not giving education in 1986 in both the districts could be due to help required at home from girls for performing various household tasks. The breakdown of family structure was also perhaps contributing to not giving education to girls because in nuclear families the girls may have been performing household work as these families could not engage servants.

Factors for giving education indicate that in the developed district the socio-psychological factors retained the first rank in 1966 as well as in 1986. The miscellaneous, communication and economic factors respectively obtained second, third and fourth ranks. Differences of ranking in the past and present is evident from Table-7 for the developed district. The economic factor which obtained the fourth rank in 1966 obtained the second rank in 1986. The communication factor obtained third rank in 1966 and fourth rank in 1986. In case of the under-developed district, the ranking of factors almost remained constant in 1966 and in 1986.

It can be concluded that socio-psychological factors were the most forceful ones, for giving education to girls in 1966 and in 1986 in the developed district. Perhaps the parents attached importance to girls' education for

social recognition both in pre-Green Revolution and during Green Revolution. In the under developed district, irrespective of family income the girls were given education in 1966 as well as in 1986.

### **Relationship of Level of Rural Women's Education and Factors Affecting Education of Developed and Under-Developed Districts**

The relationship of level of rural women's education and factors affecting education given in Table-8 shows that in the developed district a negligible percentage of parents were affected by economic, socio-psychological, communication and miscellaneous factors for giving education upto primary level and none was affected by these factors for giving education upto the middle school. In case of giving education upto high school and above, 53.3 per cent of parents were affected by the economic factors, 69.16 per cent were affected by the economic factors, 69.16 per cent by socio-psychological factors, 40.0 per cent by communication and 46.6 per cent by miscellaneous factors. This indicated that socio-psychological factors were related to giving education upto high school and above as evidenced by the highest percentage of respondents.

In the under-developed district also a negligible percentage of parents were affected by economic factors and communication factors, whereas 12.7 per cent and 11.7 per cent of parents were affected by socio-psychological factors and miscellaneous factors at the primary level. None was affected by these factors for giving education upto Middle School. In case of giving education upto High School and above, 27.9 per cent of parents were affected by socio-psychological factors, 22.0 per cent by economic factors, 16.2 per cent by communicational factors and miscellaneous factors.

### **Relationship of Factors for Education between Year and Districts**

The data in Table-9 indicates the relationship of factors for not giving education to girls between 1966 and 1986 in the developed as well as in the under-developed district as non-significant. The relationship of factors for giving education to girls between 1966 and 1986 was non-significant in the developed district and the relationship was significant for the under-developed district at 0.05 level of significance.

Similarly, the relationship for not giving education in both the districts before 1966 and 1986 were non-significant. The relationship for girls' education between the developed and under-developed districts before 1966 and 1986 was negatively related and was found to be non-significant.

It could, therefore, be inferred that in the under developed district the factors contributed to giving education to girls when compared with before 1966 and in 1986. This shows a change in the thinking of parents for giving education to girls.

TABLE 7

## Mean Scores and Ranking of Factors

Factors	Developed District				Under-Developed District			
	Before 1966		In 1986		Before 1966		In 1986	
	Mean Scores	Rank	Mean Scores	Rank	Mean Scores	Rank	Mean Scores	Rank
<i>Factors for not giving education</i>								
Economic	114.66	2	17.33	1	162.33	2	75.33	1
Socio-psychological	118.90	1	12.18	2	187	1	73.81	2
Communicational	72	4	11	3.5	123	3.5	61	4
Miscellaneous	77.1	3	11	3.5	123	3.5	66.16	3
<i>Factors for giving education</i>								
Economic	50.5	4	1.84	2	4.5	1	115.25	1
Socio-psychological	150.45	1	204.5	1	4.36	2.5	114.18	2
Communicational	54.33	3	169.3	4	4.36	4.5	102.66	3
Miscellaneous	72	2	178	3	4.25	4	41.5	4

TABLE 8

## Relationship of Level of Women's Education and Factors Affecting Education

Level of Education	Factors			
	Economic	Socio-psychological	Communicational	Misc.
<i>Developed District (N=120)</i>				
Upto Primary	—	3 (2.5)	1 (0.83)	5 (1.6)
Middle	—	—	—	—
High School and above	64 (53.3)	83 (69.16)	48 (40.0)	56 (46.6)
<i>Under-developed District N=86</i>				
Upto Primary	1 (1.16)	11 (12.7)	2 (2.3)	10 (11.6)
Middle	—	—	—	—
High School and above	19 (22.0)	24 (27.9)	14 (16.2)	14 (16.2)

Figures in parenthesis indicate percentages

TABLE 9

### Values Indicating Relationship of Factors for Education Between Years and Districts

Factors	Developed District between 1966-86	Under-developed District between 1966-86	Developed with Under-developed (Before 1966)	Developed with Under-developed (In 1986)
Factors for not giving education	NS 0.75	NS 0.75	NS 0.9	NS 0.9
Factors for giving education	NS 0.4	* 0.95	NS -0.6	NS -0.6

\*Significant at 5 per cent level

### Implications

It has been found that the rural school going population of girls is low in the developed and under-developed districts. The parents are unable to send their daughters to school because of non-existence of separate girls' schools in the village and also due to non-availability of household help. This would imply that non-formal education for rural girls can serve the purpose of giving knowledge particularly in respect of household tasks. Such type of education can cover a large population of rural girls. Moreover, the girls will not have to stay away from home for long hours and they will be able to share the household responsibilities.

Since socio-psychological reasons played an important role for giving education to girls which included social recognition of educated girls, desire of parents to educate the girls but due to lack of economic factor, the girls could not be given education. Perhaps short training courses could serve the purpose of educating girls to meet the requirement of social awareness. Such trainings can also include income-generating activities so that the girls can use the time at home in a productive manner. □

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# Adult Education News

## **Nehru and Tagore Literacy Awards for Bhai Bhagwan and Rajammal Devadas**

The Indian Adult Education Association announces two literacy awards on the eve of the International Literacy Day every year.

This year the awards have gone to Shri Bhai Bhagwan of Rajasthan and Dr. (Mrs.) Rajammal P. Devadas of Tamil Nadu.

Bhai Bhagwan, former Director of Adult Education, Rajasthan Vidyapeeth, Udaipur, has been selected for the 1989 Nehru Literacy Award for his outstanding contribution to the promotion of adult literacy for over three decades.

He is the 22nd recipient of the Nehru Literacy Award instituted by the Indian Adult Education Association.

Shri Bhagwan is associated with a number of social, educational, cultural and labour organisations. He has the distinction of introducing Little Teachers Scheme in the department of community centres of the Rajasthan Vidyapeeth for involving school students in adult and community education work. Shri Bhagwan has written extensively on different aspects of adult education. He was editor of monthly journal 'Samaj Shikshan'.

The Tagore Literacy Award for Women's Literacy has been awarded to Dr. (Mrs.) Rajammal P. Devadas, Vice-Chancellor, Avinashilingam Institute for Home Science and Higher Education for Women for her pioneering role in promoting literacy, post literacy, nutrition education and imparting science and technology to the people in rural areas.

Dr. Devadas is the third recipient of the Tagore Literacy Award of the Association.

She is a prolific writer and has written a number of books in English and Tamil for adult education functionaries and the neo-literates. Dr. Devadas has motivated and inspired the home science students in spreading adult education, health and nutrition education in over 50 villages in Coimbatore. She is a member of the Executive Committee of the National Literacy

Mission Authority. Under her leadership extensive adult education work is being done in Coimbatore district of Tamil Nadu.

### **Central Zone Conference on Adult Education**

A three-day Central Zone Conference comprising the States of Bihar, Madhya Pradesh and Uttar Pradesh, which concluded at Bhopal on September 10, 1989, recommended that Universities and selected voluntary organisations should be provided financial assistance for production of need-based teaching-learning materials. It also suggested that their services should be utilised for monitoring and evaluation of the programme.

The Conference recommended that adhocism and uncertainty for implementing agencies like university departments, voluntary agencies etc. should come to an end and the programme implemented on permanent basis.

The Conference strongly recommended the establishment of one Jan Shikshan Nilayam (J.S.N.) in one village. It suggested that the money allocated for J.S.N. should be reduced but the idea of one J.S.N. in one village should be accepted.

The Conference noted with concern that the uniform payment is not being made to adult education functionaries working in universities, voluntary organisations and government agencies. It urged that the rule of equal pay for equal work should be strictly adhered to.

The Conference was convened by the Indian Adult Education Association in collaboration with Barkatullah University, Bhopal.

Inaugurating the Conference on September 8, 1989, Shri R.C. Shukla, former Vice-Chancellor, Bhopal University said that removal of illiteracy is a great challenge to all of us and we all should actively participate in eradicating illiteracy on a voluntary basis. Shri Shukla said that many developing countries have succeeded in eradicating illiteracy and India should not lag behind. He appealed to the youth to actively participate in the National Literacy Mission (NLM).

Prof. R. P. Singh, Principal, Regional College of Education, in his address said that India should not adopt a model of eradication of illiteracy of other countries. He said the examples of Kerala and Mizoram, which have very high literacy rates, should be followed by those States which have low literacy rates. He pleaded for action-research in removing illiteracy and ignorance.

Shri K. C. Choudhary, Chairman, Central Zone of the Indian Adult Education Association, in his presidential address said that greater efforts and resources are needed to eliminate illiteracy in the States of U. P., M. P. and Bihar which have about 50% of the total illiterates in the country.

Dr. R. Ratnesh, Hony. Director of the Department of Adult and Continuing Education of Barkatullah University said that the need was to have more workers for this programme rather than evaluators.

Dr. Neerja Sharma, Assistant Director in the Department presented the report of the activities of the Department.

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

Shri J. C. Saxena, Hony. General Secretary, IAEA presented the working paper of the Conference on the second day. He said that the problem of eradication of illiteracy in three States of the Zone is complicated due to the socio-economic factors. The illiteracy rate is very high in the Scheduled Castes and Scheduled Tribes. The literacy rate is also low in rural areas and particularly for women in these three States.

Shri J. L. Sachdeva, Director, IAEA, in his address said that the components of social awareness and functionality should be adequately covered in the adult education programme. He pleaded for additional funds for these two components. He said the JSN Prerak should be full-time man so as to run it like a community education centre in which illiterates, semi-literates, educated and the elite should take part.

Dr. V. Venkata Seshiah, Addl. Director, Directorate of Adult Education, Government of India, presented a model in which illiteracy in a particular area could be eradicated with the help of different agencies.

Dr. Dharm Vir, former Joint Director, International Cooperative Alliance spoke on role of cooperatives in adult education.

A representative from the State Bank of India gave presentation of the adult education work of the Bank with the help of slides.

A visit to adult education centres run by the university was also arranged.

The valedictory address of the Conference was delivered by Shri S.C. Behar, Principal Secretary (Education), Government of Madhya Pradesh. He said literacy should be based on the needs and interests of the learners. He said that major thrust of National Literacy Mission should be on the empowerment of the people. He pleaded for preparing innovative and experimental projects in adult education so that learners themselves come forward to take advantage of the programme.

### **Recommendations**

The Central Zone Conference of Indian Adult Education Association held in collaboration with Barkatullah Vishvidyalaya, Bhopal on September 8-10, 1989 notes with concern that nearly half of illiterates in the age-group 15-35 live in this zone. To achieve the target of elimination of illiteracy

by 1995, it is essential that special attention is given to this zone while allocating resources for adult education.

2. The conference feels that the State Resource Centres are not in a position to meet adequately the needs and requirements of agencies/departments working in the zone. Looking to the size of the states in the Zone, the conference recommends that additional SRCs should be established in the Zone so that area specific and group specific material is available in the spoken language to the agencies working in the field. It also recommends the establishment of District Resource Centres on a priority basis.

3. The Conference recommends that programme of literacy and follow-up, continuing education should be taken up for the benefit of women, SC, ST and weaker sections on a priority and permanent basis. Adhocism and uncertainty for implementing agencies like university departments, voluntary agencies should come to an end and the programme implemented on permanent basis.

4. The conference notes that there is a paucity of space for adult education centres. The centres being run in instructor's home are not providing congenial atmosphere for learning. It strongly recommends that money should be provided to get accommodation on rent/or to put a shed if primary school building/Panchayat Bhavan, Chopals and compounds of religious Institutions like temples etc. are not available.

5. The Conference notes with concern that uniform payment is not being made to Adult Education Officer, NSS Officer in Universities, to Preraks/Supervisor being run by different voluntary organisations/Departments of Universities/and Government agencies. It urges that the rule of equal pay for equal work should be strictly adhered to.

6. The Conference urges that universities and selected voluntary organisations should be provided financial assistance for production of need-based teaching-learning materials as they have the required infrastructure for the purpose. They should also be utilised for monitoring and evaluation of the programme.

7. The Conference appreciates the efforts being made by T. V. and Radio to bring home to the people the need for adult education. But it feels that lot more remains to be done in the field. It urges that prime-time slots on adult education should be televised/broadcast on regular basis. The conference feels there is still a great need for production of good softwares and urges that DAE and SRCs, and universities should produce meaningful softwares so that necessary impact is created on the masses.

8. The Central Zone conference notes with concern that the progress in establishment of Jan Shikshan Nilayams is very slow in the zone. JSNs, it

feels, are very essential for post-literacy and follow up work and urges that process should be streamlined. The existing norms for setting up J. S. N. be drastically revised to enable the women (who constitute 63% of beneficiary group) to profit from them.

9. The Conference strongly recommends the establishment of one JSN in one village. Looking to the limited financial resources, it recommends that money allocated for a JSN should be reduced but the idea of one JSN in one village should be accepted.

10. The Conference feels that to incorporate the awareness component effectively there should be small booklets on various aspects which should serve as basis for discussion in the Adult Education Centres. It recommends that financial assistance should be provided to universities and voluntary organisations of repute to produce these booklets so that awareness component is effectively covered.

11. The Conference recommends that Indian Adult Education Association should help/guide voluntary organisations and other agencies in the implementation, monitoring and evaluation of the programme, in the preparation of teaching-learning materials and teaching aids etc. They should effectively take up the liaison work of the implementing agencies with N.L.M. authorities and Deptt. of Education, Ministry of Human Resource Development.

12. The Conference considered the role of universities in conducting research and experiments in adult and continuing education and following areas of work were recommended :

- a) Adult primary, middle and secondary schools.
- b) Cooperative education and training.
- c) Communication and andragogy.
- d) Organisational and Human Resource Development.
- e) Functional literacy and continuing education.
- f) Non-formal education.

#### **Golden Jubilee Celebrations of Bombay City Social Education Committee**

The closing function of the one year Golden Jubilee Celebrations of the Bombay City Social Education Committee was held in Bombay on July 17-18, 1989. Shri Nana Chudsama, Sheriff of Bombay was the Chief Guest on the occasion. Shri Sheriff, in his address, said that education of the masses was essential to strengthen the democracy in the country. He said that adult education was very much needed to make people realise the message of family planning.

Shri Chudsama said that the time has come when adult education pro-

gramme should be taken on war footing. He pleaded for geometrical expansion of the programme.

Shri T. K. Tope, former Vice-Chancellor, Bombay University, said that liberation from oppression should be the main task of adult education.

Shri J. C. Saxena, Hony. General Secretary, Indian Adult Education Association presented the fraternal greetings of the Indian Adult Education Association and of its 225 Institutional and 800 life members. He said that printed word had its own importance in the life of a person and its utility should not be over-looked.

Two symposia on Adult Education and National Integration and the Role of Cooperatives in Adult Education were organised. Among others, Shri J. L. Sachdeva, Director, Indian Adult Education Association presented a paper on adult education and national integration.

The Committee also organised the Baba Saheb Kher Lecture on the occasion. Delivering it, Shri Arvind Deshpande, Executive Secretary, Leslie Sawhney Programme, Bombay, said that the adult education programme should promote citizenship education among the people. Adult Education should enable the people to participate in public life. The people, he said, should be made aware of their rights and duties so that they become active partners in the decision making process of the country.

Shri Deshpande said that the man is an important asset and if through adult education programme he could stand on his own legs that would be a major achievement.

He pleaded that adult education should become part of Jawahar Rozgar Yojna, recently launched by the Government. He said that before giving an employment to the person it should be made essential that he/she becomes literate.

Shri K.C. Choudhary, Vice-President, Shri J.C. Saxena, Hony. General Secretary, Shri N.C. Pant, Associate Secretary and Shri J.L. Sachdeva, Director, Indian Adult Education Association attended the two day concluding function of the Golden Jubilee Celebrations of BCSEC.

### **100 per cent Literacy in 100 Days**

The National Service Scheme of Mahatma Gandhi University, Kottayam started a People's Education and Literacy Campaign through National Service Scheme Volunteers on March 4, 1989 to make 2209 illiterate people literate in 100 days in Kottayam town with its population of 68823.

The objective was to attain 100 per cent literacy in Kottayam town within 100 days. All illiterates in the age-group 6-60 were covered. The work was carried out by the Mahatma Gandhi University in collaboration with Kottayam Municipality and some voluntary organisations.

It is followed by a follow-up programme upto September 8, 1990.

### **Kerala University Starts Second Batch of Post Master's Diploma Course in Adult and Continuing Education**

The 2nd batch of the Post Master's Diploma Course in Adult and Continuing Education was inaugurated on July 6, 1989 at Academic Staff College, Vellayambalam.

Inaugurating it, Dr. G.B. Mchan Thampi, Vice-Chancellor, University of Kerala said that education is a continuous process and it should not be confused with adult literacy. He asked the students to share knowledge with the masses so that they become partners in the development of the country.

Dr. A. Sukumaran Nair, Pro-Vice-Chancellor, who presided over the function, said that the students should encourage the masses to explore the resources scientifically and exploit them to the maximum.

Earlier, Dr. K.S. Pillai, Director, Centre for Adult Education and Extension, in his welcome address, said that adult education is being recognised as an academic discipline in many countries of the world. The Post Master's Diploma Course, he said, aimed at producing young people with theoretical and practical expertise in adult education to meet the mighty challenge of removal of illiteracy and promoting continuing education.

### **Women's Voluntary Organisations Conference**

The All India Committee for Eradication of Illiteracy among Women organised a National Level Women's Voluntary Organisations Conference in New Delhi on August 10-11, 1989. The theme was "How Illiteracy among Women can be Eradicated Effectively by Voluntary Organisations"?

About 150 participants from 15 states representing 78 organisations attended the conference.

Inaugurating it, Shri P. Shiv Shankar, Union Minister for Human Resource Development stressed the need for education of women as an essential tool for their dignity and equality.

Shri Anil Bordia, Education Secretary, Government of India in his address said that voluntary organisations in addition to centre based approach should also take the mass programme for functional literacy so as to saturate illiteracy from a particular area. He said that Jan Shikshan Nilayam worker will be paid reasonably well so that he could carry his functions properly.

Shri Bordia said that the Government proposes to prepare graded literacy primers so as to achieve literacy level in a short period.

Shri L. Mishra, Director-General, National Literacy Mission speaking on the occasion said that the approach in attitude to voluntary agencies has been that one of partnership and constructive collaboration.

Dr. (Smt.) Phulrenu Guha, M.P. in her address said that the adult education programme should be organised according to the convenience of the learners, if the desired results are to be achieved.

The theme of the Conference was discussed under the following sub-heads :

1. Making Literacy a major focus in all women organisations.
2. Resource Support required and available.
3. Post-Literacy and Continuing Education Programme.
4. Monitoring and Evaluation.
5. Media Support.
6. Financial Resources.

Among other, Sarvshri J.C. Saxena, Hony. General Secretary and Shri J.L. Sachdeva, Director, IAEA were resource persons to the Conference.

#### **Literacy Plan for Delhi**

A workshop for preparing Literacy Plan for Delhi was held in New Delhi on July 25, 1989. Outlining the objectives of the workshop, Shri J.C. Saxena, Hony. General Secretary, Indian Adult Education Association, said that an attempt is being made to prepare a plan of action to eradicate illiteracy from Delhi. He said that experiments in Kottayam and Ernakulum (Kerala) and Coimbatore (Tamil Nadu) where people from different walks of life have joined hands to wipe out illiteracy should serve as models to prepare an action plan.

Shri J. R. Jindal, President Delhi Adult Education Association who presided suggested that 80,000 industries of Delhi could be asked to contribute to the literacy programme. At least they should make literate the illiterate workers working in the industries.

The participants felt that creation of environment was essential before any action plan is initiated. In addition to centre-based approach, efforts should also be made to involve large number of college and school students in the next two years in the 'teach one-each-one' programme so that Delhi could regain its first position in literacy in 1991. Some participants felt that school students would be more suitable for this programme as they were close to the teachers.

It was also suggested that literacy should be integrated with Jawahar Rozgar Yojana so that illiterates should be asked to acquire literacy before they are provided employment.

The workshop convened by the Indian Adult Education Association and the Delhi Adult Education Association was attended by 40 people including

representatives from Directorate of Adult Education, Govt. of India, NSS Unit, Delhi University, Jawahar Lal Nehru University and voluntary organisations working in Delhi.

#### **Madhuri R. Shah is No More**

Dr. (Smt.) Madhuri R. Shah, recipient of the 1986 Nehru Literacy Award of the Indian Adult Education Association and one of its life members died in Bombay on June 29, 1989. Dr. Shah was Chairperson, University Grants Commission; Vice-Chancellor, S.N.D.T. Women's University, Bombay; and Education Officer of the Bombay Municipal Corporation.

She was closely associated with the Bombay City Social Education Committee as a member and Hony. Research Director.

The Association deeply mourns her sad and untimely demise and conveys its heartfelt condolences to the bereaved family.

#### **Neki Ram Gupta is Dead**

Shri Neki Ram Gupta, former Organising Secretary of the Indian Adult Education Association and former Dy. Director of Education, Delhi Administration died in New Delhi on July 20, 1989. He was 81.

Shri Gupta was associated with adult education programme for over five decades and had written a number of books for adult education functionaries and the neo-literates.

The Association deeply mourns his loss and conveys its heartfelt sympathies to the bereaved family. □

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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 Literacy 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. 50 No. 4

October-December 1985

Assessment of Educational Needs  
of Adult Learners



Problems of Eradication of  
Illiteracy



Realism, Perspective and Literacy Promotion



University Students and Adult Education

Indian Adult Education Association

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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.

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H.S. Bhola is Professor of Education, Indiana University, Bloomington, Indiana, USA.

D. Usha Rani is Research Scientist 'A', Department of Population Studies, Sri Venkateswara University, Tirupati (Andhra Pradesh) and M.V.S. Reddy is Reader in Adult Education in the same University.

J.C. Saxena is Hony. General Secretary, Indian Adult Education Association and former Deputy Adviser (Education), Planning Commission.

Indira Koithara is Coordinator, International Task Force on Literacy (South Asia Office), New Delhi.

B.N. Mishra and P.K. Sahoo are from University Teaching Department of Education, Indore.

Marlow Ediger is Professor of Education, Northeast Missouri State University, Kirksville, U.S.A.

G.P. Jain, 7, Chanan Singh Park, Delhi Cantt., New Delhi.

D. Rajendra Prasad is Research Scholar, University College of Education, Osmania University, Hyderabad.

M.S. Nataraju is Assistant Professor of Agricultural Extension, University of Agricultural Sciences, Bangalore and G.P. Lovely is Assistant Professor of Home Science (Extension) in the same University.

Rajkumari Chandrasekhar is Professor, Department of Adult and Continuing Education, University of Madras, Madras.

V. Jayakrishnakumar is Junior Assistant Professor, Department of Agronomy, College of Agriculture, Vellayani, Kerala and C. Nirmala and V.L. Geethakumari are Junior Assistant Professor and Associate Professor respectively in the same College.

## International Literacy Year (1990) and India

ILY has a special significance for India. Not because programmes of literacy are to be launched for the first time, but because of the large numbers to be made literate. Attention was paid to the problem of illiteracy in successive plans of development but the launching of National Adult Education Programme (NAEP) on a country wide scale in 1978 was the most important event. After about 2½ years of implementation of NAEP the number of illiterates in all age-groups was 437 million, according to Census of 1981. This was largely due to the national failure to achieve universal primary education as stated in Article 45 of our Constitution. On the basis of studies and projections made by the World Bank and UNESCO, the number of illiterates is likely to cross 500 million and the number of illiterates in the age-group of 15+ is likely to reach the proximity of 300 million at the end of present century. The country can not afford the disgrace of entering the twenty first century with an army of 500 million illiterate persons. We have to avoid, at any cost, the dubious distinction of being the most unlettered nation in the world, having the largest number of illiterates.

Indian Adult Education Association calls upon all its members, individual and institutional, to lend their fullest possible support in making as many people literate as possible. It calls upon the Central and State Governments, all Universities, Colleges and Schools to continue the national war against illiteracy, till the goal of hundred per cent literacy is reached. It appeals to all the organisations of youth, social workers, retired teachers, retired service personnel and to all educated persons to cooperate in this noble mission of making people literate. In this stupendous task, special attention needs to be paid to women who constitute nearly three-fifth of illiterates in the country. Special attention needs to be paid to the people belonging to the Scheduled Castes and Scheduled Tribes who constitute the bulk of the illiterates in various parts of the country.

Indian Adult Education Association has pledged its support to the national task of making people literate all through the past 50 years of its existence. It will cooperate with all organisations at the national, state, district, block and village levels for achieving the objectives of National Literacy Mission. In this noble task, the Association offers its full cooperation to UNESCO, ICAE and ASPBAE and all progressive national level organisations engaged in the task of eradication of illiteracy and promotion of literacy and adult education in other countries in the world. Programmes initiated earlier and in the International Literacy Year (1990) will have to be continued in the form of follow-up activities for a whole decade to achieve lasting results.

# International Literacy Year— A Summons to Action for Universal Literacy by the Year 2000

December 7, 1987 marked an auspicious moment in the history of world literacy as the United Nations General Assembly unanimously passed Resolution No. 42/104 proclaiming 1990 an International Literacy Year (ILY), with Unesco as the lead agency. The ILY will not be mere ritual and celebration, but a "summons to action" for the world community to mobilize for the achievement of literacy for all by the year 2000<sup>1</sup>.

It is easy to be cynical about pious declarations made by national Governments and international agencies such as Unesco, Unicef, FAO, WHO and others. Such cynicism is not always warranted, however. Proclamations of special days, years and decades become historic landmarks and thereby provide visibility to particular social issues and concerns. Hitherto diffused commitments get crystallized and come under the public gaze. Priorities in social agendas of nations do get rearranged. Material resources get allocated. Technology and expertise sometimes flow across borders. All of this, in concert, can have significant consequences. The ILY-1990, and the International Literacy Decade that is expected to follow, may, in addition, enjoy the numerological advantage. The ILY will be celebrated during 1990—a good round number, marking the end of a decade. The special ring of the year 2000 when the literacy decade will come to a close, and the special aura surrounding the millennium's end will both help in promoting the ideal of universal literacy.

## **The Context of ILY**

What was the status of world literacy as the UN General Assembly was proclaiming the ILY? The state of affairs was indeed intolerable. There were

around one billion illiterates in the world, living in our times, but not our contemporaries. According to Unesco statistics for the year 1985 (the latest available), there were 889 million illiterates among those 15 years and older which translated into 27.7 per cent of the total adult population—20.5 per cent Male and 34.9 per cent Female. Fully 98 per cent of these adult illiterates lived in developing countries: Asia with an illiteracy ratio of 36.3 per cent accounted for a total of 666 million; Africa with an illiteracy ratio of 54 per cent had 162 million; and Latin America and the Caribbean with an illiteracy ratio of 17.3 per cent had 44 million adult illiterates. To make matters worse, 100 million children between the ages of six and eleven years in the developing countries were not enrolled in schools. In the developed industrialized countries, there were 20 million illiterates, but the problems of *functional illiteracy*, the inability to use literacy at a level high enough to deal independently with the demands of the economy, society and politics, were far more extensive<sup>2</sup>.

### The “WHY?”, “WHEN?” and “HOW?” of Literacy?

These numbers were no secret and were quite widely known. They had been unable, however, to move everyone into moral consternation to demand an end to illiteracy, the sin and shame of humanity. Nor was there a chorus of voices heard, in behalf of literacy, on purely practical grounds<sup>3</sup>. On the contrary, literacy sceptics made the argument that literacy was unnecessary because illiterate adults did not consider literacy as a felt need and were, therefore, not motivated to learn to read and write. Even if these unmotivated adults could be taught literacy they would not be able to use it within the non-literate environments in which they now lived. In the meantime, the argument went, immediate needs of development communication could be fulfilled through face-to-face communication and by use of mass media. Teaching literacy to the unmotivated and unwilling would be an exercise in “gradualism”<sup>4</sup>. Moving the discussion to the socio-economic level, they argued that adult literacy had failed to show any clear effect on economic development. And those of a radical inclination considered literacy promotion as promotion of industrial interests, leading to “dispossession of speech” of the people<sup>5</sup>. Some aesthetically inclined saw in literacy the “denial of narration” to the new readers.<sup>6</sup>

In the heat of the argument, it seemed to have been forgotten that human needs, other than organic needs, are socially and ideologically determined and have to be learned and internalized before they become felt needs. Motivations are seldom spontaneous, they have to be mobilized through education and leadership. Illiterate adults not only lack motiva-

tion to learn literacy, but also for family planning, nutrition education, and health education. The challenge, therefore, lies in "fashioning" the need for literacy so that it becomes a felt need. Once literacy becomes a felt need, it should be delivered to youth bypassed by the school systems and to illiterate adults on farms and factory floors all around the world. Environments, local and global, must be created in which these literacy skills learned by new literates can be put to use in all their transactions with economic, social and political institutions. No nation has resources enough for face-to-face encounters between extension workers and those who need to be reached. Media, we now know, can not substitute for literacy. For independent access to the knowledge capital of a society, literacy is indispensable.

No wonder, literacy today has come to be seen as a moral issue and a human right. Fortunately, the "mythologies"<sup>7</sup> of adult literacy promotion includes both moral mythology and sensible logic. The old psychological arguments in favour of literacy as a "technology of intellect"<sup>8</sup> have since been put into perspective<sup>9</sup>. The human species today is going through a "gene" (the basic unit of biology) and "meme" (the basic unit of culture) co-evolution<sup>10</sup>; and literacy has come to be seen as a profoundly social process and an important instrument of culture. We have already realized that illiteracy marginalizes. As D.H. Hymes reminds us oracy may be in overall decline from its position of primacy all over the world: "Those without literacy, or with little literacy, are seldom now participants in autonomous cultures, in which oracy skills could flourish as central. More commonly they live in circumstances of cultural marginality or subordination"<sup>11</sup>. Elimination of illiteracy would not by itself bring heaven on earth. Hierarchy, as Hymes points out, is inherent in social structures and literacy would not eliminate inequality<sup>12</sup>. However, newly-literate adults with their "new potential" may be able to influence the dynamics of relationships, and thereby the structures of inequality and hierarchy. At the level of collectivities, we know now that there is a beneficial relationship between literacy and economic development. There is hardly any doubt any more that without literacy neither modernization nor democratization are possible.

Once the question "Why?" has been laid to rest, the question "When?" raises its head. Can literacy, even though essential in the long run, wait as we face the daily crises of hunger and disease? Isn't there something called the historical moment and the priority among needs in the lives of both individuals and nations? Of course, there is timeliness and there is the question of priorities. We must, however, understand the difference between the context of crisis and the framework of policy. In crisis, we must give people what they need—bread, water, medicine, clothing and shelter. We

should not send them to a literacy class to read first even while they are hungry and thirsty or in bodily pain. But within a policy frame, literacy must be *central* to all developmental initiatives if people have to acquire independence in learning, seeking information, making choices and acting to invent their own futures. In program development then, literacy must be conceptually primary, even though pragmatically it may have to wait for its turn. Of course, if program planners are waiting for months and years before integrating literacy in their development programs, they have failed conceptually to understand the generative role of literacy in all development actions or are inept in program design. It is also naive to think that for literacy to find uses in communities, cultures must be litercised first. Such assertions show the failure in recognizing that already all cultures today are cultures operating on "the assumptions of literacy." They are not environments of oracy but are literate environments though segmented, incomplete, poor and barren. These literacy environments must be extended, reinforced, sustained and enriched *through conducting literacy work* and by establishing infrastructures of literate cultures such as rural newspapers, book libraries and community centers with adequate supplies of printed materials.

Finally, there is the question "How?" Even when the role of literacy in development has been granted, issues remain. There is the question of the nature of functionality of literacy—literacy for income generation or literacy for liberation? There is also the question of community-based literacy (ideological) literacy versus literacy initiatives on a national level (dominant literacy)<sup>13</sup>. How should then literacy be delivered? One good answer: By every which way possible! Literacy may be traditional or functional. Functionality may be build upon income generation or on conscientization. It may be offered in small projects, in national programs or campaigns. We suggest that false dichotomies should be avoided as people's interests are served. The state need not, by definition, be considered anti-people. It should be possible to reconcile national visions with community needs by re-inventing national visions within local settings.

### **Objectives of ILY**

The global and theoretical contexts of literacy sketched above should enable us to better understand the objectives of ILY as stated by Unesco. These are: "(i) Increasing action by the governments of Member States afflicted by illiteracy; (ii) increasing public awareness of the scope, nature and implications of illiteracy as well as of the means and conditions for combatting illiteracy, particularly through activities of governmental and non-governmental organizations, voluntary associations and community groups; (iii) increasing popular participation, within and among countries, in efforts to

combat illiteracy ; (iv) increasing co-operation and solidarity among Member States in the struggle against illiteracy; (v) increasing co-operation within the United Nations System and, more generally, among all inter-governmental and non-governmental organizations in the struggle against illiteracy; and (vi) using ILY for launching the plan of action for the eradication of illiteracy by the year 2000 and for addressing issues of critical importance to the progress of literacy such as reducing primary-school drop-out and establishing post-literacy programmes to prevent relapse into illiteracy<sup>14</sup>.”

The call thus goes out to governments of Member States and to Non-Governmental Organisations (NGO's) in different countries, and to all the affiliated agencies of the United Nations to build a network to create public awareness, to educate local leadership, promote participation for action, and establish infrastructures and institutions which can indeed create literacy for all by the year 2000.

### **Literacy Policies and Performance Around the World : In Retrospect**

As theoreticians were debating literacy, a group of educators and development elite were exhorting policy makers and planners in various nations to undertake literacy work. Indeed, practicing educators and development workers have been taking actions: implementing campaigns, programs and projects of literacy and teaching adult men and woman on factory floors and farms, in classrooms, mud huts and under the trees. The story of literacy is incomplete, but most inspiring. While much remains to be done, much has been achieved. The march towards universal literacy today does seem inevitable.

The history of literacy began almost 5,000 years ago when writing was invented. However, for our purposes the history of adult literacy promotion does not extend over more than fifty years, and is congruent with the period of decolonization in the present century. Once again, the history of literacy in the last half century can be best stated in terms of initiatives in behalf of literacy taken by Unesco.

Unesco's interest in literacy goes back to its very inception in 1946 and it has continued to exhort Member States to conduct literacy work among their people. To make that happen it has promoted dialogue and discussion among policy makers dealing with development and education; trained planners and practitioners for literacy work; established demonstration projects of "literacy for development" around in the world; and conducted reviews and evaluations to systematize experience and to sustain commitments for future work. By so doing, Unesco has been the world's conscience keeper and flag bearer in behalf of literacy.

The four world conferences of adult education convened by Unesco in Elsinore, Denmark in 1949, Montreal, Canada in 1960, Tokyo, Japan in 1972 and Paris, France in 1985 provide the milestones on the road of literacy promotion in the post-War Years<sup>15</sup>. In Elsinore, 1949, adult literacy was seen as a part of adult education. The Conference declared that "In areas where education is backward there is no need to wait until people can read before embarking on an effective programme of adult education. While literacy is not indispensable, it does enable people to become independent students capable of educating themselves. It allows them to widen and deepen their knowledge and to share in the great cultural improvements which are disseminated through written texts (16)."

In the years that followed, Unesco moved towards a position of *indispensability and immediacy* of literacy in education and development. In Montreal, 1960, Unesco was already talking of eradication of illiteracy from the world through "a resolute, comprehensive and soundly planned campaign" drawing on a special fund for literacy which Unesco invited the rich countries to create as an act of wisdom, justice and generosity<sup>17</sup>.

Unesco did not get a fund for literacy nor an international campaign. What it got was an experimental functional literacy program comprised of work-oriented adult literacy pilot projects in eleven countries<sup>18</sup>. By the time the Tokyo conference had been convened in 1972, there was already dissatisfaction with the narrowly conceived functional literacy program emanating from Tehran. The Tokyo conference asked that members eliminate illiteracy as a priority problem as they "launch wide-scale campaigns" based on functionality that "reconciles the interests of the individual with those of society" and "integrates economic development, presonal fulfilment and social progress<sup>19</sup>."

A critical assessment of the experimental functional literacy program<sup>20</sup> and the Persepolis conference<sup>21</sup> changed the meaning of functionality for ever. At the last of the four Unesco conferences in Paris, 1985, literacy was an urgent priority: "there was no waiting in relation to the removal of functional illiteracy, being an inability to master the skills and means needed to take one's place in working, social and family life and to participate actively in the life of society, despite the cultural legacy bequeathed by tradition and experience. Functional literacy became a civilizational concept that covered the economic, technological, social and cultural life of the adult. The illiterate was to learn to read the word and the world. The effort for the eradication of illiteracy had to involve methods commensurate with the size of the task. That meant literacy by campaign, and yet reflecting special needs of communities. The deadline was to be the year 2000."<sup>22</sup>

Member States have responded to Unesco's moral leadership. Universalization of primary education has already become standard policy. There have been a large number of national adult literacy campaigns that have resulted in significant reductions in illiteracy in many countries. Some of these campaigns have been spectacular successes<sup>23</sup>. There is hardly a Member State today that does not show interest in literacy promotion. Industrialized countries have also rediscovered illiteracy and are doing considerable work<sup>24</sup>.

We had begun the section on context with figures of illiteracy. We may now quote figures of literacy. The Unesco document 24C/67 quoted above<sup>25</sup> concludes: "The second half of the twentieth century has witnessed marked progress in the struggle against illiteracy. In the 35 years between 1950 and 1985, the rate of illiteracy in the adult population has declined from an estimated 44.3 per cent to 27.7 per cent—and this despite unprecedented population growth. This is the proof that illiteracy can be vanquished."

#### **Literacy Plans and their Possibilities :**

##### **In Prospect**

What are the prospects for the success of ILY and for universal literacy by the year 2000? Prospects do look good. There is a momentum building. The initiatives are coming to focus world-wide as is indeed evidenced by the United Nations proclamation of the ILY, with Unesco as the lead agency; and Unesco's ideal to lead the world to the eradication of illiteracy by the year 2000. The idealism is being operationalized. Unesco has established a special Secretariat for ILY and is preparing operational plans and strategies that member states could adapt to their own needs and circumstances<sup>27</sup>. To commit nations to the universalization of literacy, Unesco is planning to convene in 1990, the Second Congress of Ministers of Education on the Eradication of Illiteracy by the Year 2000. There is integration among the UN affiliated agencies as the World Health Organization plans to integrate literacy with education for AIDS world-wide. The International Council for Adult Education (ICAE), Toronto, Canada has taken the initiative to mobilize the total sector of NGO's in a network of planning, resource sharing and action and has established an International Task Force on Literacy<sup>27</sup>.

The leadership of the developing countries where most of the illiterate live have understood that neither modernization nor democratization is possible without literacy. Media can not substitute for literacy. Bypassing literacy through technology is a pipe dream. Developing nations have learned these lessons not merely from theoretical discussion but through doing

education and extension at the field level and experiencing frustration and failure of schemes built on oracy and media.

Are enough resources available? Resources are of course, both absolute and relative. At the barest essential level, one can teach literacy to another with no more than a stick to scratch words on the ground. Relative resources are few but can be reallocated. Finally, the world environment is helping. With the recent thaw in the East-West relations, there may be some dividends of peace. World's one day expenditure on weapons of war today is a staggering \$ 2.72 billion and could work wonder if invested in literacy and development<sup>28</sup>.

The world's intellectuals need to throw their weight on the side of literacy. The "dispossession of speech" and "denial of narration" supposedly brought about by literacy makes colorful language and may even be significant social-scientific insights, but they are misunderstood by many. They are read as invitations to do no literacy work of any kind. They are not read as invitations to do sensitive literacy work in people's behalf. They are used to rationalize the existence of a world divided into two—a world of the literate and world of the illiterate, separate and unequal. University academics particularly should help in the role of theoretical clarification and research on implementation, without wanting to stop the world so that they can first have dependable figures, absolute definitions and positive truth about consequences of literacy.

### **New Year's Day 2001 : Some Concluding Remarks**

If the ILY can indeed rally international support; the governments and voluntary associations of peoples do mobilize their will as well as their resources; and literacy campaigns, programs and community-based projects, integrated one with the other, are planned and successfully implemented, will we have eradicated illiteracy once and for all from the face of the earth? Will the search for the last illiterate on the globe on New Year's Day, 2001 fail? Nothing could be more naive than a scenario such as this!

Literacy and illiteracy are processes that live in the people and as long as there are people in this world, there will be literacy work to do. There will be some illiterates yet to contend with who would not have been served in spite of the best intentions of literacy workers. There will be semi-literates and insufficiently-literate. There will be youth and adults who would want to go from their basic literacy levels to functional levels of literacy. New functions would have emerged both in the developed and the developing world requiring new functional literacies.

We should consider ILY and the literacy decade of 1991-2000 to have been successful, if almost all of the world's illiterate will have participated, with adequate success, in literacy programs relevant to their lives, both in individual and social terms, whereby removing the paper curtain separating them from the culture of print. We should be able to claim success if all those crossing the threshold of "symbolic transformations in the print code" will, with confidence and competence, begin to use literacy in all their transactions with their environment, moving freely between their inner and outer frontiers. Finally, success could be claimed if the barely literate and the highly literate, each on his or her own special models of oracy and literacy to fit their particular language codes, their different channels and their special roles<sup>29</sup>.

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## Indices of Development—A Case Study of Scheduled and Non-Scheduled Caste Groups in Rural Andhra Pradesh

### Introduction

Rural Development is the main focus of the erstwhile concept of development in India. For, the rural sector inspite of rapid urbanization still contains the predominant share of the total population. This situation is likely to continue in the near future as well. In other words, the development trends in the rural sector will largely determine the overall development in the country.

With this in view, various developmental programmes to achieve rural development have been implemented in the country. But these programmes could not achieve their stated objectives of achieving better nourishment, better health, better education, better living conditions, and an expanded range of opportunities in work and leisure for the poor people, because something went wrong.

If explanations for the past failures and viable solutions for future successes are to be made, then, the first step should be towards the identification of 'gaps' in our knowledge of the rural society which is partly due to non-availability of the data and partly due to methodological bias of treating 'rural' as a mere residual after subtraction of 'urban' from the total

population. Also very little information is available at the level of individual villages as to why a desired course of socio-economic development could or could not take place. Reliable data and adequate analytical techniques are therefore essential for the formulation of suitable and effective rural development strategies. The present study is an attempt in this direction.

### Methodology

The study was undertaken in the rural areas of South Central India with the main objective of assessing the socio-economic status of the scheduled and non-scheduled caste population. A sample of 600 couples in the age span of 15-19 years were interviewed. Of the 600 respondents, 300 belonged to non-scheduled caste (NSC) and 300 to scheduled caste (SC) groups. The respondents belonging to the non-scheduled caste population (viz. Reddy, Kamma, Balija, Vysya and Yadava), by and large have a similar socio-economic status and the scheduled castes population (viz. Mala and Madiga) a lower socio-economic milieu. They constitute the major population of the rural areas in Chittoor district, Andhra Pradesh. The data was collected with the help of an interview schedule covering different socio-economic characteristics viz., education, occupation, income, cost of rearing children, health and age at marriage.

### Findings of the study

Analysis of the data obtained has indicated the following socio-economic status levels of the sample population.

#### Educational status

TABLE 1

Percentage distribution of Scheduled Caste (SC) and Non-Scheduled Caste (NSC) men and women by their educational status

Educational status	SCs		NSCs		Total % (SC+NSC)	
	Men	Women	Men	Women	Men	Women
Illiterates	54.0 (162)	46.3 (139)	33.7 (101)	44.7 (134)	43.8 (263)	44.5 (273)
Class I-V	22.6 (68)	53.7 (161)	25.0 (75)	55.4 (166)	23.8 (143)	54.5 (327)
Class VI-IX	11.7 (35)	—	15.0 (45)	—	13.3 (80)	—
Class X and above	11.7 (35)	—	26.3 (79)	—	19.0 (114)	—
Total	100.0 (300)	100.0 (300)	100.0 (300)	100.0 (300)	100.0 (300)	100.0 (300)

Note : Figures in the brackets indicate the actual number of households.

Educational status of the population shows that the single largest category of men and women (44% each) in the area were illiterates. Slightly less

than a quarter of the male population (24%) and more than half of the female population has studied upto fifth standard. Those persons who studied beyond class five accounted for a third (32%) of the men while none of the women were educated above the primary level.

Comparison of the literacy levels between SC and NSC groups indicate that the illiteracy rate was significantly higher among Scheduled castes than among the Non-scheduled castes. The overall literacy rate of the NSCs was also more than that of the SCs. Nearly equal number of people were educated at the primary and secondary levels (classes 1-5 and 6-9) in both the caste groups. But, at the higher secondary and above levels more than double the number of literates (26%) were prevailing in the NSCs compared to the SCs.

### Occupational status

#### i) Men

TABLE 2 (a)

#### Percentage distribution of the Scheduled and Non-Scheduled caste men by their Occupation

<i>Occupational status</i>	<i>SCs%</i>	<i>NSCs%</i>	<i>Total % (SCs+NSCs)</i>
Labour	52.00 (156)	23.70 (71)	37.80 (227)
Agriculture	23.70 (71)	37.70 (113)	30.70 (184)
Business	11.00 (33)	21.00 (63)	16.00 (96)
Miscellaneous (Drivers, teachers and others)	13.30 (40)	17.70 (53)	15.50 (93)
Total :	100.00 (300)	100.00 (300)	100.00 (600)

Note : Figures in the brackets indicate the actual number of households.

Occupational variation in the sample population, in general, was very great. Slightly more than one-third of the population (38%) were agricultural labourers though they did undertake other types of works (construction works, wood cutting, etc.) during the non-agricultural seasons. While 30 percent of the respondents were agriculturists, 16 percent of them were engaged in various miscellaneous types of white collar jobs like teachers, clerks and others.

On the whole there was a very low occupational status for the SC group relative to the NSC group. While a greater proportion of the SC population (52%) were labourers, this group constituted only 24 percent among NSC population. More than one-fourth (37.7%) of the NSCs were agriculturists as compared to less than one-fourth (23.7%) of them in the SCs.

TABLE 2 (c)

## Percentage distribution of scheduled and non-scheduled caste women by reason for their employment

Caste group	Unemployed		Reasons for employment*			Employed	Reasons for unemployment*			Total
	Self-satisfaction & family needs		Utilisation of time and family needs	Present and future needs	Total		Familial roles, ill- health	Lack of Proper qualifica- tion	No time due to child rearing	
SCs	24.3 (73)	3.3 (10)	1.7 (5)	70.6 (212)	100.0 (300)	75.7 (227)	6.3 (19)	7.0 (21)	11.0 (33)	100.0 (300)
NSCs	72.6 (218)	1.3 (4)	0.0 (1)	25.6 (77)	100.0 (300)	27.4 (82)	22.3 (67)	11.0 (33)	39.3 (168)	100.0 (300)
Total	48.5 (291)	2.3 (14)	1.0 (6)	48.2 (289)	100.0 (600)	51.5 (309)	14.0 (86)	9.0 (54)	25.2 (151)	100.0 (600)

\*under each of these, the distribution of the total sample population is shown

\*\*Figures in the brackets indicate the actual no. of households.]

Double the number of respondents were engaged in business activities among the NSC group (21%) relative to the SCs (11%). The number of respondents engaged in white collar jobs was higher among the NSCs (18%) than the SCs (13%).

On the whole the occupational status of the sample population was very poor. The concentration of the population at lower occupational levels was noted in large numbers particularly among the SCs.

## ii) Women

TABLE 2 (b)

### Percentage distribution of the Scheduled and Non-scheduled caste women by their occupational status

<i>Occupational status</i>	<i>SCs %</i>	<i>NSCs %</i>	<i>Total % (SC+NSC)</i>
Familial activities	24.3 (73)	73.0 (219)	48.7 (292)
Non-familial activities	75.7 (227)	27.0 (81)	51.7 (308)
Total :	100.0 (300)	100.0 (300)	100.0 (600)

Note : Figures in the brackets indicate the actual households.

Significant variation in the occupational distribution of the female population may be noted. While more than 75 per cent of the SCs were engaged in non-familial activities, only 27 per cent of the NSCs did so. A large percent of the SC women were engaged as labourers on the farm and non-farm sectors.

The female respondents were also asked to state the reasons for their employment or unemployment. Reasons for employment were analysed in terms of meeting present and future needs, for self-satisfaction and for proper utilization of time. Reasons for unemployment were analysed in terms of familial roles, ill-health, lack of proper qualification and lack of time

Almost all the female respondents who were employed in both the caste groups cited fulfilling their present and future needs as the dominant reason for their taking up employment. 3.3 per cent of the SCs and 1.3 per cent of the NSCs cited self-satisfaction also as a major factor in addition to meeting their present and future needs. None of the NSCs mentioned proper utilization of time as against 1.7 per cent of the SCs.

Nearly one-fifth of the SCs and more than one-fifth of the NSCs stated family centered roles, religious customs and ill-health as the pre-dominant reasons for not working outside home. Lack of proper qualification was also cited by a small percent of the SCs and NSCs.

One of the major reasons mentioned by all the respondents for their poor occupational status was their continuous preoccupation with child rearing. 39 per cent of the NSCs and 11 per cent of the SCs cited lack of time due to child rearing as the prime cause of their unemployment.

The analysis showed that due to low employment opportunities, low educational status and traditionalistic attitude, the percentage of women employed was very negligible.

### 3. Income level

TABLE 3

#### Percentage distribution of the Scheduled and Non-Scheduled castes according to Broad Income Groups

<i>Annual income</i>	<i>SCs%</i>	<i>NSCs%</i>	<i>Total % (SCs+NSCs)</i>
3000	36.7 (110)	17.3 (52)	27.0 (162)
3001-5000	41.7 (125)	33.3 (100)	37.5 (225)
5001-7000	14.7 (44)	21.0 (63)	17.8 (107)
7000+	7.0 (21)	28.3 (85)	17.7 (106)
Total :	100.0 (300)	100.0 (300)	100.0 (600)

Note : Figures in the brackets indicate the actual number of households.

The overall economic status of the population was low. Most of the population was poor and people falling below the poverty line were also substantial in number. Nearly one-fourth of the respondents (27%) had income that was less than Rs. 3000/- per annum and of the remaining respondents, slightly more than one-third had income in between Rs. 3001-5000. People belonging to middle class (Rs. 5001-7000 p.a.) constituted slightly less than one-fifth of the population (17.8%). Equal number of respondents (17.7%) were earning an income of Rs. 7001 and above. The respondents in the last two categories of income alone had a reasonable standard of living who constitute only about one-fifth (18%) of the total population. The rest of the population (60%) was hardly meeting its basic needs, let alone the modern amenities.

Significant variation in the income levels of the households of scheduled and non-scheduled caste groups was noticed. It can be observed that the income ratio of SCs to NSCs at Rs. 7001/- level and above per annum was 1:4. This indicates the very low economic status of the scheduled caste in the sample population. As income is a function of occupation, the differences in the financial status of the caste groups is a reflection of their occupations.

#### 4. Direct costs of rearing the child

TABLE 4

Percentage distribution of the Scheduled and Non-Scheduled castes by total direct costs of rearing the child

Total costs	SCs %	NSCs %	Total % SCs+NSCs
200	10.3 (31)	2.3 (7)	6.3 (38)
201-400	27.7 (83)	14.7 (44)	21.2 (127)
401-600	23.7 (71)	20.3 (61)	22.0 (132)
601-800	13.3 (40)	18.0 (54)	15.7 (94)
801-1000	9.0 (27)	11.3 (34)	10.2 (61)
1001+	16.0 (48)	33.3 (100)	24.7 (148)
Total	100.0 (300)	100.0 (300)	100.0 (600)

Notes : (1) Figures in the brackets indicate the actual number of households.

(2) The expenditure of the parents on their child for food, clothing, education, medical aid from birth to the age of nine were considered together, to arrive at direct cost of rearing a child.

The overall expenditure of the sample population on their children was meagre. Less than a quarter of the respondents (25%) were spending over and above Rs. 1001/- per annum for rearing children. Followed by this, slightly more than a fifth (22%) of the population were spending about Rs. 401/- to Rs. 600/- per annum and another fifth spent Rs. 201/- to Rs. 400/- per annum. Only 16 percent were spending about Rs. 601/- to Rs. 800/- per annum and 10 percent about Rs. 801/- to Rs. 1000/- per annum. The mean cost of the general population was 635/- per annum.

A comparative study of the SCs and NSCs reveals that large percentage of the SCs (51%) were spending a trivial amount on their children, i.e., Rs. 201/- to Rs. 600/- per annum as against the NSCs (33%) who were spending Rs. 1001/- + per annum. The total cost of rearing children, reveals the financial status of the two communities. The mean total cost of the SCs and NSCs was Rs. 562/- and Rs. 743/- per annum respectively. Majority of the SCs were poor and were spending a lesser amount on their children as against the NSCs. This is because of the fact that a higher proportion of the SCs were labourers as against the NSCs who were mostly

businessmen, landlords and miscellaneous job holders. The same socio-economic trend is reflected in their standard of living.

### 5. Health status of the female population

TABLE 5 (a)

#### Percentage distribution of the SCs and NSCs women by their health status.

<i>Health status of the women</i>	<i>SCs</i> %	<i>NSCs</i> %	<i>Total</i> (SC+NSC)%
Healthy	65.3 (196)	80.0 (240)	72.7 (436)
Unhealthy	34.7 (104)	20.0 (60)	27.3 (164)
Total :	100.0 (300)	100.0 (300)	100.0 (600)

An analysis of the health status of the female population showed that more than a fourth of them were unhealthy in the recent past. Caste-wise, they account for 35 per cent of the scheduled and 20 per cent of the non-scheduled population. These figures indicate that morbidity is significantly more among the SCs as against the NSCs (significant at 10% level).

TABLE 5 (b)

#### Percentage distribution of the scheduled and non-scheduled caste women by various causes of morbidity.

<i>Morbidity</i>	<i>SCs</i> %	<i>NSCs</i> %	<i>Total %</i> (SC+N SC)
Not applicable	65.0 (195)	80.0 (240)	72.5 (435)
Common diseases	1.7 (5)	1.0 (3)	1.3 (8)
General weakness	17.7 (53)	8.3 (25)	13.0 (78)
Too many pregnancies	9.7 (29)	8.0 (24)	8.8 (53)
Malnutrition	6.0 (18)	2.7 (8)	4.3 (26)
Total :	100.0 (300)	100.0 (300)	100.0 (600)

Among the morbid cases (vide table 5 (b)), most of the female population suffered from general weakness. Swollen legs, pallor, anemia and breathlessness due to too many pregnancies (4+ . . . . children) were cited as the second important cause of illness. Malnutrition and related diseases were

cited as the next cause of illness while common diseases like malaria and cholera occupied the last place. Higher percentage of the SCs were ill due to different causes relative to the NSCs.

## 6. Age at marriage of the female population

TABLE 6

**Percentage distribution of the scheduled and non-scheduled caste women by their age at marriage.**

<i>Age at marriage</i>	<i>SCs</i> %	<i>NSCs</i> %	<i>Total %</i> (SC+NSC)
13	33.0 (99)	22.7 (68)	27.8 (167)
14-17	5.27 (158)	44.3 (133)	48.5 (291)
18+	14.3 (43)	33.0 (99)	23.0 (142)
Total :	100.0 (300)	100.0 (300)	100.0 (600)

The mean age at marriage for the population as a whole was 15.33 years. Caste-wise the mean age at marriage for the SC and NSC groups was 14.75 and 15.91 years respectively. This indicates that the mean age at marriage was 1.16 years lower for the SCs against the NSCs. Age at marriage of the female population in this area was low. The median age at marriage for the population in general is 15.4 and for SCs and NSCs 14.8 and 16 years respectively. Slightly less than one-third of the population was married at an average age equal to or less than 13 years. 49 per cent was married at an age of 14-17 years. A quarter of the women were married at 18 or above years of age.

Sum-up of the findings reveals that in the sample an overwhelming proportion of the population was living below the poverty line. The income disparities between the SC and NSC groups was very wide, with the former group far below the latter in their economic status. A greater proportion of the people were engaged in agricultural activities. The literacy level was also very low. A large per cent of the women were not able to work outside home due to child rearing. Of the women working majority of them did so to make both the ends meet. The financial costs of rearing children showed that very small amounts were being spent on the children which was hampering their proper physical and mental growth. An early age at marriage was prevailing. More than a quarter of the women have reported to be unhealthy in the recent past.

On the whole the socio-economic status of the area was very low particularly with reference to women and the scheduled caste group. It is these sections

of the population associated with accentuated poverty and low development that are most affected when the country's resources fall short of providing various inputs for the development of its human resources. This vicious circle needs to be broken and education is one of the important means through which the problem may be tackled. Partial solution for this low socio-economic development lies in effective implementation of non-formal education programmes.

### **Non-formal education programme as a means for raising socio-economic development**

Majority of the Indian masses are living below the poverty line. They are living in deplorable conditions associated with a host of adverse elements like apathy, fatalism, superstition, ignorance, suppressed indignation, frustration, meek acceptance of their misery and distress and negative attitude towards life.

Unless this vicious circle of poverty and misery is broken and positive attitude and initiative towards life is created, the objectives of development cannot be achieved. Awareness and utilisation of services, accruing of benefits from developmental projects all depend on the role played by the people, their ability to take the initiative, and play an active and positive role in the process of development. In short, peoples participation is the key to development. However, the Indian masses consisting of a large percent of illiterates are not ready for this. It is here that non-formal education programmes can play a significant role to prepare them for participation.

Most of the people believe in Karma siddhantha and feel that their status of life is determined by fate and no one can change it. It is the function of non-formal education to help them become aware of the realities of their existence by showing them their actual situation, and what they should actually have to lead a decent life and point out the gap between the two situations. Non-formal education must create discontentment with the existing standard of living and a feeling of common importance for the programmes of development. Apart from educating and informing the people of their situation, non-formal education should also inspire confidence among the people in their own capabilities and talents and in the power of their collective co-operative action to solve their local problems. Non-formal education has to help the people at all these stages through which a community has to pass on the progressive path of development.

To conclude, non-formal education for development may be formulated in such a way that a process of change is initiated by which the efforts of the people themselves are united with that of the authorities to improve the economic, social and cultural conditions of the people and that of the nation as a whole.

# Problems of Eradication of Illiteracy in Bihar, Madhya Pradesh and Uttar Pradesh\*

## Introduction

Central Zone comprising three large States of Bihar, Madhya Pradesh and Uttar Pradesh accounts for nearly 27.7 per cent of the area and 34.0 per cent of the population of India. The Zone is predominantly rural in character where the rural population varies from 79.7 per cent in Madhya Pradesh to 87.5 per cent in Bihar. Another feature of the Zone is that it is populated by poor people. Greater part of this Zone is far below the national average of income, literacy and productivity. The density of population in the States of Bihar, Madhya Pradesh and Uttar Pradesh is 402, 118 and 377 against 216 for the country as a whole as given in Table 1 below :

TABLE I

**Area, Population, Percentage of Rural Population, Density and Literacy Rates (Central Zone)**

S. No.	State	Area in Sq. k.m. in 000 <sup>2</sup>	Population (1981) in million	%age of Rural Population	Density of Population (per sq k.m)	Literacy Rate
1	2	3	4	5	6	7
1.	Bihar	173.9	69.9	87.5	402	26.20
2.	Madhya Pradesh	443.4	52.2	79.7	118	27.87

\* Working Paper presented at the Central Zone Conference on Adult Education held in Bhopal, Sept. 8-10, 1989.

3.	Uttar Pradesh	294.4	110.9	82.1	377	27.16
4.	Total (Central Zone)	911.7	233.0	—	—	—
5.	India	3287.3	685.18	—	216	36.23
6.	4 as % of 5	27.7	34.0	—	—	—

### The Problem of Illiteracy—A Zonal Overview

So far as the percentage of literacy goes, all the 3 States in the Zone are much below the national average of 36.23 in 1981. In fact, these States could not achieve even after 10 years the average rate of literacy of 29% which the country achieved in 1971.

TABLE 2

#### Percentage of Literacy (1981 Census) Central Zone

S. No.	State	Total Population			Rural			Urban		
		P	M	F	P	M	F	P	M	F
1	2	3	4	5	6	7	8	9	10	11
1.	Bihar	26.20	38.11	13.62	22.50	34.38	10.17	52.18	62.47	39.81
2.	Madhya Pradesh	27.87	39.49	15.53	21.22	32.91	8.99	54.02	64.41	42.26
3.	Uttar Pradesh	27.16	38.76	14.04	23.06	35.18	9.49	45.88	54.73	35.43
	India	36.23	46.89	24.82	29.65	47.79	17.96	57.41	65.83	47.82

(P=Persons, M=Male and F=Female)

In a recent document occasional Paper No. 1 of 1989 based on Census of India 1981, the Registrar General of India has drawn attention to the fact that about 33% of households in India had no literate member. The percentage of households having no literate member in rural India was 38.48 and in urban areas 15.63. The percentages in these 3 States are still-worse as seen in the Table 3 given below :

TABLE 3

#### Percentage of Households having No Literate Member—1981.

S. No.	State	Total	Rural	Urban
1.	Bihar	44.95	48.48	19.94
2.	Madhya Pradesh	41.23	47.62	16.66
3.	Uttar Pradesh	39.97	43.24	24.75
	India	32.96	38.48	15.63

The percentage of households having no literate members in various districts of these 3 States comprising the Central Zone may be seen in Annexure 1. Immediate action needs to be taken in order to eradicate illiteracy particularly in these backward districts.

The percentage of literacy is comparatively low in the case of rural areas and particularly for women in these three States. Moreover, in the case of these States, there were several districts below the national average as given below :

Bihar 29 districts	Madhya Pradesh 40 districts	Uttar Pradesh 45 districts
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Out of 244 districts which were below the National Literacy Rate, these three States accounted for 114 districts in 1981.

Special efforts, therefore, are needed in these educationally backward districts to make people literate.

The problem of eradication of illiteracy is further complicated due to socio-economic factors. The Scheduled Castes and Tribes lag behind the general population, as will be seen in Table 4 given below :

TABLE 4

**Literacy Rates, General, SC, ST and number of Illiterates in the age group (15-35) (Central Zone)**

S. No.	State	Literacy Rates (1981 Census)			No. of illiterates in the age-group (15-35) (in lakhs)
		General Population	SC	ST	
1	2	8	4	5	6
1.	Bihar	26.20	10.40 (14.51)	16.99 (8.31)	135.64
2.	Madhya Pradesh	27.87	18.97 (14.10)	10.68 (22.97)	95.60
3.	Uttar Pradesh	27.16	14.96 (21.16)	20.45 (0.21)	198.15
				Total ..	429.39

Note : Figures in parenthesis in columns 4 & 5 give the proportion of SC/ST to total population (1981 Census)

As will be seen in Table 5, the Zone has not been able to achieve the goal of universal primary education. At the middle stage, the position is still

worse. Special efforts need to be made to accelerate the progress of girls' enrolment. Illiteracy and inadequate education of the parents effect children's enrolment and their retention and achievement and that is responsible for educational backwardness in all these three States.

TABLE 5

**Gross Enrolment Ratio (1983-84)—Central Zone**

Sl. No.	State	Primary		Middle	
		Age-group (6-11)		Age-group (11-14)	
		Total	Girls	Total	Girls
1	2	3	4	5	6
1.	Bihar	82.3	52.5	30.5	14.5
2.	Madhya Pradesh	80.3	57.9	35.5	18.9
3.	Uttar Pradesh	80.2	52.9	43.3	20.5
	India	93.4	75.5	48.9	34.4

**Integration of Elementary Education and Adult Education**

Due to socio-economic factors, many children drop out of the school before completing their elementary education and, therefore, they subsequently swell the number of illiterate adults. Programmes of Universal Elementary Education and Adult Education are mutually reinforcing and both need to be integrated and implemented together.

**National Literacy Mission**

The Mission launched in 1988 seeks to make 3 crore literate by 1990 and additional 5 crore by 1995 by suitably strengthening the existing programmes and through Mass Programme of Functional Literacy involving students of Schools, Colleges, Universities, youth and voluntary organisations and all educated people who can participate in this programme.

*Problems Faced by Field Agencies:* The field agencies have to face a number of problems in the proper implementation of their adult education programme. The problems are of varied dimensions and degrees and relate to one or more elements involved in adult education work including quality of training of functionaries, content of programme and the methods of communication, physical and material facilities, environmental support to learning, the nature of infrastructure for adult education and coordination among different agencies. Every field agency has to face problems related to these elements and is required to devise strategies suitable to their local conditions to solve some of these problems.

Some of the problems are described below for helping the field agencies to identify the ones they have faced in proper implementation of the Adult

Education Programme and for recollecting the alternative strategies that might have been developed to overcome them.

### **Problems of Learner's Motivation, Mobilisation and Involvement**

Learners motivation for learning, their mobilisation to attend adult education programme with sustained interest and their active involvement in the learning process are important and decisive conditions for the success of the Adult Education Programme. No superficial efforts to motivate them will sustain their interest in learning programme. There exist a number of demotivating factors which adversely affect the aspirations and enthusiasm of the adult learner. His desire for learning usually depends on the satisfaction of his primary and basic needs (food, shelter and clothing). Many illiterate adults are not interested in literacy programmes. They live in a non-literate environment and regard literacy as something which they do not require and which has a very limited utility only for those who want to escape from manual labour. Vast unemployment among the literate and educated acts as a strong demotivating factor for illiterate to acquire literacy. Motivation cannot be instilled unless the learner feels that literacy has a significant role in his life. He finds around him a number of literate adults who are not in a position to utilise their literacy skills for the betterment of their life or the community in which they live.

### **Problems of Adult Education Functionaries**

Adult Education work is, no doubt, a difficult task. Its functionaries need great motivation to perform with enthusiasm, confidence, commitment and devotion, their duties which are not easy to be accomplished. Most of the adult education functionaries either lack motivation or are discouraged when they fail to achieve any encouraging results due to the absence of adequate training and sufficient technical inputs and resources.

The situation at the grass-root level is still more unsatisfactory and deplorable. The instructor, the kingpin of the Adult Education Programme, who is expected to provide direct educational services to the adults, is a part-time worker getting a small honorarium for his services. Despite his low level of education, he is expected to undertake the main burden of motivating, mobilising and involving the target group in the learning process and of organising teaching programme with almost no supervisory assistance and with little technical and material support. Many instructors are perhaps under the impression that officers of the Adult Education Project do not have much work beyond the distribution of materials, inspection of the work of their subordinates now and then and writing of reports for

which they are paid a regular salary. Having such feelings for their co-worker they cannot develop proper working relationship without which no supervisory process can be effective.

### **Training**

Many agencies find it difficult to provide proper training to their instructors due to non-availability of resource persons in their areas. Some of the agencies do not realise the importance of training and start the programme without providing training to the functionaries. The instructors due to the non-existence of resource centre at the district level receive no guidance in solving the problems they face in programme planning and organising literacy classes. The project officer and supervisors either do not find themselves well equipped to do so as they receive inadequate training which neither enthuse them nor instill in them confidence and self-reliance necessary for providing guidance and supervision. The NLM has taken note of the deficiencies and propose to set up District Resource Units as part of District Institute of Education to provide the necessary guidance to field agencies in this regard. It is proposed to increase the number of days of initial training and provision will also be there for inservice training. Educational technology will also be used in the conduct of training programme.

### **Problems of Physical and Material Facilities**

Poor physical facilities and non-availability of suitable instructional and reading material in time serve as demotivating factors. Shabby class rooms with dim light and stinking atmosphere and without proper seating arrangement demonstrate the low priority that we give to people's education. Adult Education Centres which provide better physical and material facilities perhaps attract more learners and show better performance.

The National Literacy Mission document has suggested certain measures to motivate the learners. It has suggested that programme should begin with something of direct interest to the learners, economic betterment through learning of new skills, discussion on political questions, family health, enabling them to read religious texts. The environment in which they are expected to learn should be lively, cheerful, relaxing—and activities which help them to overcome fatigue and drudgery are organised. Techno-pedagogical inputs are proposed to be introduced systematically. These would include rapid literacy learning methods, teaching/learning aids, improving the environment of adult education centres through improved petromax and hurricane lantern, improved black boards and roller boards, use of radio, audio cassette and other electronic material for learning. 40 districts are proposed to be selected for technology demonstration. The NAEP also has mentioned some of these things but in implementation it

boiled down to a mere literacy programme for which there was not enough motivation. Whether the technological and scientific inputs mentioned in the National Literacy Mission are fully implemented is a big question mark. Unless their proper implementation is not ensured the adult education programme will not get the desired results.

### **Continuing Education**

The National Literacy Mission (NLM) lays great emphasis on post literacy and continuing education. It says to derive optimum results from eradication of illiteracy, a nation wide network of continuing education will be established through new institutional structure, better utilisation of existing infrastructure, open and distance learning. The proposal to set up Jana Shikshan Nilayams in NLM is a welcome step. A JSN will be set up for a cluster of 4-5 villages (population of about 5000). The main functions of JSN will be :

- evening classes for upgradation of literacy and numeracy
- library
- Charcha Mandal for discussion on common problems
- simple and short duration training programmes relating to subjects such as health and family welfare, new developments in agriculture and animal husbandry, conservation of energy, etc.
- recreational and cultural activities
- a window for securing information on various developmental programmes
- a community centre where community radio—audio cassette players, TV and possibly VCR may be provided.

The JSN will in fact be a community centre in which the illiterate, semi-literate and educated people in the community will get opportunity to continue their education. They will also create a favourable climate in which illiterates will get the needed motivation to acquire literacy. But the desired results could be achieved if one JSN is established in every village. It seems difficult for resident of one village to go to another village for use of facilities available in JSN. Learning opportunities have to be provided at the doorstep.

Throwing open the doors of libraries and reading rooms in educational institutions to public in the evening is another welcome step in the NLM document. The knowledge hidden in books will be available for masses. But it is easier said than done. The heads of formal educational institutions and librarians may put lot of resistance in allowing their libraries to be used by general public. But if effective steps are taken to implement this,

it will go a long way in providing self education opportunities to the masses.

### **Mass Programme for Functional Literacy**

The mass programme for functional literacy (MPFL) introduced in May 1986 tries to involve college students (NSS and non-NSS) in the elimination of illiteracy, mainly during vacations and holidays subject to convenience of both learners and volunteers. The short duration literacy programme seems to be a step in the right direction. Courses of long duration seem to be not in conformity with the psychology of many. 150 hours of literacy with assured follow-up will accelerate the adult education programme in the country.

The plan is to involve 500000 NSS volunteers by 1990 in the NLM document. In fact, if illiteracy is to be eradicated by 1995, all NSS students in the country should be asked to do only literacy work upto 1995 and other welfare activities which they have been undertaking should be postponed till 1995.

The NLM document does not mention about the utilisation of school students in achieving the goal of national literacy programme. The schools are nearer to the community and can play a significant role in the mass programme for functional literacy. The school students are better organised and listen to their teachers more than the college students and perhaps can deliver goods better than the college students. The senior and senior secondary students from schools should be involved in this work.

In fact the mass programme should not be restricted to college and school students. Anyone and everyone in the community who has the time, inclination and capacity to participate should be involved. The Indian Adult Education Association has formed a National Volunteer Corps for Eradication of Illiteracy and is enrolling volunteers for 'each one teach one' work through the help of its institutional members. Such type of corps should be started at the State and district levels by voluntary organisations, colleges and schools. This will give boost to MPFL.

### **Adult Education among Women**

The illiteracy rate among women is alarming in our country. But in some of the evaluation reports of the adult education programme, it has been observed that women's motivation and participation was high. This shows that women are keen to learn but proper opportunities and congenial atmosphere have not been provided to them to have access to education. On the question of motivation the NLM document observes that women visualise literacy programme as a means of their coming together of mutual solidarity. The adult education programme for women should help them to achieve literacy, general knowledge and functional skills so as to achieve

economic viability ; give access to knowledge in areas like health, child care, nutrition and family welfare and assist them to form their own organisations for learning and productive activity.

In the NLM document on the improvement of on-going programmes, it has been rightly observed that measures will be taken to increase the number of women instructors even by adjusting the minimum qualifications and making arrangements for their continuing education. The need is to effectively implement the proposal contained in NLM document so that large number of women centres are opened and major thrust in coming years would be on the education of women. This will also help in achieving the target of universalisation of elementary education.

**Points for consideration :**

The Central Zone Conference may consider :

- (1) if State level literacy authority has been set-up and performing the role expected of it.
- (2) if plans and programmes of eradication of illiteracy have been prepared at the State/District/Block and grass-root level.
- (3) if the State Resource Centre and its district level counterparts have been suitably strengthened and operationalised to perform their respective tasks.
- (4) if machinery to train the various functionaries is adequate and satisfactory.
- (5) if teaching-learning materials are available for instructors and learners.
- (6) if machinery for monitoring and evaluation of the programme exists at appropriate levels.
- (7) if students and youth have been mobilised for the mass programme of functional literacy.
- (8) What special measures have been taken to promote the literacy and follow up programmes for women, SC, ST and other weaker sections of society.
- (9) the number, involvement and problems of voluntary organisations in the Central Zone.
- (10) the progress of Jana Shikshan Nilayams.
- (11) the role of electronic and print media in promotion of NLM in the Central Zone.
- (12) any other problems which are peculiar to the Zone and areas where Indian Adult Education Association can be of help.

**Percentage of Households having No Literate Member in Descending Order by Districts (1981)**

(Rural)

<i>Bihar</i>			<i>Madhya Pradesh</i>			<i>Uttar Pradesh</i>		
<i>S. No.</i>	<i>District</i>	<i>%</i>	<i>S. No.</i>	<i>District</i>	<i>%</i>	<i>S. No.</i>	<i>District</i>	<i>%</i>
1.	Paschim Champarn	59.31	1.	Jhabua	79.08	1.	Rampur	64.67
2.	Sitamarhi	58.96	2.	Bastar	67.23	2.	Budaun	60.74
3.	Purnia	58.86	3.	Surguja	63.80	3.	Bahraich	60.34
4.	Katihar	57.43	4.	Sidhi	61.38	4.	Kheri	58.62
5.	Purbi Champaran	57.42	5.	Shahdol	60.95	5.	Gonda	58.48
6.	Saharsa	54.31	6.	Rajgarh	59.11	6.	Barabanki	56.91
7.	Darbhanga	54.24	7.	Chhatarpur	58.50	7.	Lalitpur	56.38
8.	Muzzafarpur	53.51	8.	Dhar	57.66	8.	Bareilly	55.96
9.	Palamu	53.26	9.	Panna	56.52	9.	Moradabad	55.06
10.	Santhal Pargana	53.01	10.	Shivpuri	53.85	10.	Sitapur	54.03
11.	Hazaribag	52.34	11.	Tikamgarh	53.71	11.	Shahjahanpur	53.07
12.	Madhubani	51.92	12.	Bhopal	53.17	12.	Mirzapur	52.69
13.	Begusarai	49.60	13.	Guna	52.86	13.	Basti	51.11
14.	Samastipur	49.19	14.	West Nimar	52.71	14.	Pilibhit	50.69
15.	Munger	48.76	15.	Ratlam	52.10	15.	Rai Bareli	49.01
16.	Bhagalpur	47.82	16.	Raisen	49.84	16.	Lucknow	48.46
17.	Giridih	47.82	17.	Vidisha	47.62	17.	Sultanpur	47.85
18.	Singhbhum	47.81	18.	Satna	47.59	18.	Hardoi	47.04
19.	Gopalganj	46.14	19.	Rewa	47.28	19.	Allahabad	46.05
20.	Ranchi	44.66	20.	Mandla	47.25	20.	Saharanpur	45.84
21.	Vaishali	43.88	21.	Chhindwara	47.19	21.	Gorakhpur	45.25
22.	Gaya	42.23	22.	Shajapur	46.31	22.	Faizabad	44.71
23.	Nawada	42.07	23.	East Nimar	45.60	23.	Unnao	44.50
24.	Siwan	41.35	24.	Sehore	45.50	24.	Banda	41.43
25.	Dhanbad	39.21	25.	Ujjain	45.22	25.	Partapgarh	43.70
	(25 out of 31)		26.	Betul	45.03	26.	Deoria	41.38
			27.	Raigarh	45.03	27.	Fatehpur	41.06
			28.	Dewas	43.89	28.	Hamirpur	41.00
			29.	Raj		29.	Bijnor	40.62
				Nandgaon	43.57			
			30.	Bilaspur	43.45	30.	Azamgarh	39.82
			31.	Seoni	43.39	31.	Etah	38.87
			32.	Damoh	41.14		(31 out of 56 were	
			33.	Jabalpur	41.04		above the national	
			34.	Sagar	41.01		average of 38.38)	
			35.	Raipur	40.71			
			36.	Hosangabad	39.20			
			37.	Morena	38.73			
				(37 out of 45)				

# Realism, Perspective and Literacy Promotion

Indians comprise the largest group of illiterates in the world. As far as women illiterates are concerned, we swamp the rest of the world put together. Yet, is illiteracy a burning issue in this country? Do we see it being discussed on prime time television? Do we see it in the front pages of our newspapers? Do our politicians consider it a worthwhile issue to make promises about? While most of us are ashamed about our country's illiteracy, are we horrified about it?

The answers to all these questions are emphatic and unambiguous 'nos'. The 'nos' are not pleasant to accept, but they nonetheless constitute the reality. Those of us who work in the field must face, courageously but unevasively, the fact that the environmental dice is heavily loaded against literacy promotion in this country. The framers of our Constitution, understandably and forgivably in the first flush of independence, wore rose tinted glasses when they directed us in 1950 to ensure that all children attaining

the age of 14 should be made literate by 1960. In 40 years we have not achieved even half of what they thought we could achieve in 10 years.

In 1950 when we became a sovereign republic our literacy rate was 16% and China's was about 20%. By 1960 our literacy rate crept up to about 24% while China's shot up to 70%. We have failed where our Asian neighbours like China, Burma, Sri Lanka, Vietnam, Laos, Kampuchea, Thailand, Malaysia, Indonesia, Singapore, the Philippines, Brunei, Taiwan and the two Koreas have succeeded. We have failed to achieve in 40 years what many countries in Asia, Africa and Latin America, many poorer than us, have done in 10. The magnitude of our failure is enormous and we must not try to rationalise or underplay it as we so often prefer to. Acceptance of our unpleasant reality is essential if we are not to fritter away our very limited resources in terms of committed workers, realistic planners and inspirational mobilizers.

There has been no want of informed and enlightening discussions in this country on the issues concerning literacy. Our concerns have progressed from simple literacy and numeracy through fundamental education, social education, non-formal education, functional literacy and now to basic education for all. We know about the problems of appropriate pedagogy, relevant primers, network development, integrating literacy drive with other developmental efforts, focussing on women, concentrating on the right age groups, enlisting media support, motivating the learner, enthusing the trainer and securing resources. We have known all this fairly well at least since the late 70s. Yet what have we achieved in the decade since then? The estimate is that we have raised the literacy rate only by about 8% during the 1979-89 decade.

Why have we been condemned to this slow crawl despite the fact that we are a clever people and we know so much about what is wrong and what need to be done? It cannot be because of our inability to channelise adequate resources to the educational sector. We have had little problem finding money to establish 150 universities and 5500 colleges. One out of 30 Indians in the age group of 18-25 is in college at any point of time which is a much higher percentage of university enrolment than is the case in China, Burma, Indonesia, Malaysia, Singapore, Vietnam, Taiwan and the two Koreas—countries with literacy rates at least twice as good as ours.

Clearly, our priorities and their priorities have been different. Our priority has been to bring up the educational opportunities of the middle classes to the level enjoyed by the upper classes, while in most other countries greater emphasis had been laid on bridging the gap between the lower and middle classes.

Our educational priorities are an inevitable reflection of our socio-economic power structure, which has changed only very gradually in the years since

independence and where the weaker sections have been moving up only at a very dismal rate. The consequence of this is that even where the policy makers want to channelise resources into basic education, the pressure and bottlenecks caused by powerful interests lead to them being diverted elsewhere. This is a problem that has been with us and it is going to continue to be with us for the foreseeable future. While none of us working in the literacy field is in a position to overcome the entrenched resistance, it is necessary for us to squarely face the unpleasantness of the reality, seek ways of at least whittling down the resistance and not try to evade the issue and divert all our energies to more tractable, but relatively inconsequential problems like pedagogy refinement and primer perfection.

The issue of learner motivation has been debated at great length in our literacy fora and those of us working in the field have a good idea of the reasons for the 80% drop out at the primary level and the poor response to adult literacy classes. Lack of trained and motivated teachers, absence of even rudimentary classroom facilities and the inappropriateness of most training material are all contributory factors. But even more than these what contributes to the disenchantment with education among the very poor is the realisation that literacy does not open many employment doors to them.

Literacy, let us face it, is not a felt need among the poorest stratas in our villages, among the bustee dwellers and among the tribals. No doubt, there will always be the odd high spirited Rani and the enterprising Chandu who will surmount seemingly insuperable odds in their determination to get themselves an education. But is it realistic for us to expect the average village girl or the typical slum kid to display that kind of motivation?

Particularly when they know that working in the wheat field or carrying bricks at the construction site will at least keep their stomachs from rumbling. By eulogizing the untypical high achiever among the poor what we are really doing is evading or underplaying our responsibility to the average boy and girl, woman and man. If the same level of motivation that much of the society seem to expect from the poor is demanded of us, how many of us would have got through schools, much less colleges?

It is essential therefore for all of us to work towards making literacy a felt need among the literates. Literacy unfortunately is not a direct need like food or work. It is an indirect need or an enabling need. Unless the means-end relationship is adequately established between literacy and work or even literacy and food, there can be no urge or desire to read the alphabet or add numbers together.

The callousness and insensitivity that characterize much of our village life, in so far as the poor and weak are concerned, is something that cannot be wished away. It also cannot be, not certainly, overcome by policy formulations at

high levels. The people who formulate policies and direct them at higher levels have to accept the great limitations of their power and reach attempts to side step the socio-economic realities of the villages by resorting to unworkable channels of resource distribution and managerial control are starry eyed at best, gimmicky at worst.

We have to start with the Indian villages as it actually functions and interacts. The objective conditions and the existential reality of the Indian village varies widely from state to state, district to district. Ours is not a revolutionary society like China or Vietnam, or even Burma or Ethiopia where the revolutionary sweep had shaken up the traditional structure and left it in a plastic consistency, fit to be shaped into well thought out, uniform mould. Ours instead consists of discrete, tough and resilient villages, largely impervious to outside pressures and exhortations.

Changes in our villages can only come from villagers themselves. Fortunately in all our villages there are people with social commitment and sympathy for the weak. They are not many but there are some. We have to work through them and that to in an overall developmental and transformational context and in a mere target-fixated, unidimensional literacy context. Those of us working at resource allocation levels, be it with Government or Non-Governmental Organisation, be it in terms of monetary resources, human resources or technology resources, have to be conscious of this reality. Our aim should be resource provision and at best resource channelisation, but not resource management. In this country terms like decentralisation, autonomy, grass root management and local initiative have been robbed in a rhetorical fashion for so long that they have been robbed of all meaning and significance in the eyes of most people. The time has come for us to flesh out these concepts, turn them into honest practices and make them work.

My objective in writing this piece is not to underplay the significance of the work being put in by dedicated, perceptive and determined literacy workers throughout India. In fact the unflagging commitment many of them show against formidable odds is deeply encouraging. I am also conscious that societal transformation is such a gigantic enterprise that none of us can afford to wait for it to happen before putting our shoulders to the literacy wheel. We have to carry on with our work—be it primers refinement, technology induction, campaign organising or resource raising—braving the hostile environment. But I sincerely believe that it is also important for us to be aware and conscious of the socio-economic forces which determine the overate scope of our work. Awareness of those socio-economic forces is essential for us to have our feet firmly on the ground and not to over estimate the efficacy and success potential of technical solutions. □

# Assessment of Educational Needs of Adult Learners of Indore District

## Introduction

The need for research in the area of Adult Education can be felt with a view to making Adult Education Programme effective in terms of 'relevant to environment', 'Flexibility', 'diversification of curriculum, teaching and learning materials'. Especially, studies are to be conducted at grass root levels to assess the educational needs of learners, so that appropriate steps can be taken for development of curriculum and teaching materials in diversified form. In the Indian context small attempts have been made in the conduct of studies in this area. This study has been conducted concerning the needs of adults of Indore region of M.P. to act as a source of development of curriculum for Adult Education Programmes of the region. There are different agencies like University Department of Adult/Continuing Education, Indore, and State Resource Centre of Adult Education,

Indore which are taking initiatives in preparation of local specific curriculum and instructional materials for Adult Education Programme of this region. With a view to facilitating such activities, the present study was conducted by the investigators.

### **Objectives of the Study**

The study was conducted with the following objectives :

1. To study educational needs of adult learners as perceived by adult learners themselves.
2. To study educational needs of adult learners as perceived by the supervisors and instructors of the adult education programme.
3. To study the significant effect of :
  - (a) region on educational needs of adult learners ;
  - (b) sex of adult learners on their perception of own educational needs ;
  - (c) age of adult learners on their perception of own educational needs ;
  - (d) caste of adult learners on their perception of own educational needs.

### **Testing Hypothesis of the Study**

The following null hypothesis were framed keeping in view the objectives of the study :

1. Whether there existed difference between the perception of adult learners, and the perception of supervisors and instructors of educational needs of adult learners, or not
2. whether there was significant effect of region on educational needs of adult learners or not
3. whether there was significant effect of sex of adult learners on their perception of education needs or not.
4. whether there was significant effect of age of adult learners on their perception of educational needs or not.
5. whether there was significant effect of caste of adult learners on their perception of educational needs or not.

### **Methods and Procedures**

The data were collected from two sources viz., the adult learners ; and the instructors and supervisors of the Adult Education Programme (AEP).

Two tools were prepared by the investigators for the purposes of data collection : They were :

1. Interview Schedule for Adult Learners ; and
2. Questionnaire of the AEP.

The sample of the study included 215 adult learners belonging to 20 AECs (10 urban and 10 rural) of Indore district and 15 functionaries of the AEP. Proper care was taken for adequate representation of different categories of learners, as highlighted in the objectives of the study, in the sample of the study. The sample structure of adult learners is stated in the following :

<i>Sr. No.</i>	<i>Variables</i>	<i>Number of sample learners</i>
1.	Region : Rural	82
	Urban	133
2.	Sex : Men	65
	Women	150
3.	Age : Lower	84
	Upper	131
4.	Caste : G.C.	58
	S.C.	108
	S.T.	20
	B.C.	29

The data were collected by the investigators through personal visits to the respondents' villages/localities. On the basis of availability of learners in the villages/slums, data were collected by interviewing the adult learners and by administration of the questionnaires to the instructors/supervisors of the AEP.

The items of the schedule/questionnaire were scored following the principle of giving 2 marks to the alternative needed to a large extent, 1 mark to the alternative needed to some extent, and 0 mark to the alternative not needed at all. The median values of the need scores for different areas studied were calculated. Moreover, the rank order and graphical presentation were made about the preferences different educational areas as stated by different sample groups. The 'median test' was used for testing the null hypothesis of the study as stated earlier.

## Results

Major findings of the study were as follows :

The adult learners as a whole, perceived the following educational needs in order of preferences :-

1. Health, Hygiene and family welfare.
2. Home Science.
3. Social Studies and Ideal Citizenship.
4. Agriculture.

5. **Mythology and Religion.**
6. **Industry, Business and General Economics.**
7. **Entertainment.**
8. **Animal Husbandry.**
9. **Co-operatives**
10. **Science and Technology.**

The functionaries of the Adult Education programme had highlighted on all the above areas as educational needs of adults. However, according to them the first five priority areas were :

1. **Health, Hygiene and Family welfare.**
2. **Industry, Business and General Economics.**
3. **Home Science.**
4. **Social Studies and Ideal citizenship.**
5. **Agriculture.**

It reflects that the functionaries might have taken into consideration the differential prior needs of specific groups such as : Rural and Urban learners, Men and Women learners, Young and Old learners and learners belonging to deprived sections of the community.

While the need for education in all the 10 areas were felt important by the adult learners, there were some specific need areas which got higher priority by the adults belonging to certain specific categories such as :

1. **Agriculture Education :**  
Ruralities, Men, ST, SC and SC groups
2. **Animal Husbandry education :**  
Ruralities, Men and Upper age groups
3. **Health, Hygiene and Family welfare education :**  
Ruralities.
4. **Mythology and Religion education :**  
Ruralities, Men, Upper age group, ST and GC groups.
5. **Home science education :**  
GC and SC groups.
6. **Social studies and Ideal citizenship education :**  
Ruralities, and Upper age group.
7. **Co-operatives' education :**  
Ruralities and Men
8. **Science and Technology education :**  
Ruralities, Upper age, Men and GC groups.

## 9. Entertainment education :

Ruralities, ST, GC and BC groups.

These facts reflect on a few significant aspects of adult educational needs except one need area viz., Industry, Business and General economics, which got homogeneous response from all the categories of learners. The rest 9 need areas were given higher priorities by one or more than one specific group/s of learners.

### Need for Agricultural Education, and Region, Sex, Age and Caste of Learners :

There was a hypothesis that agriculture need will be highlighted by specific group of learners according to their major affiliation to this occupation. Table 1 contains the value of significance difference between different component variables on perception of agricultural need. From this table it can be observed that agriculture education was more preferred by Men; rural adults ; ST, BC and SC adult learners while sex, region, and caste had significant effect on agriculture need area, age could not have significant effect on this area.

TABLE 1

### Significant Effect of Different Component Variables on Perfection of 'Agriculture' Need

Sr. No.	Variable	N	Mdn. Score	X <sup>2</sup> value	df	Remarks
1.	Sex : Male	65	13.81	6.94	1	**
	Female	150	9.15			
2.	Regionwise :			24.79	1	**
	Rural	82	12.05			
	Urban	133	7.75			
3.	Age-wise :			02.15	1	NS
	Lower-age	84	8.5			
	Upper-age	131	11.23			
4.	Caste :			08.43	3	*
	i. General	58	9.53			
	ii. BC	29	12.75			
	iii. SC	108	11.75			
	iv. ST	20	15.00			

Note : Symbols : \* = Significant at .05 level

\*\* = Significant at .01 level

NS = Not Significant

### Need for Animal Husbandry Education, and Region, Sex, Age and Caste of Adults

The area of animal husbandry has brought a lot of impact on concerned people's modern ideas and practices of this field. From table 2 it can be

seen that this area has been more preferred by men, rural adults and upper age people.

TABLE 2

**Significant Effect of Component Variables on Perception of Animal Husbandry**

Sr. No.	Variable	N	Mdn. Score	X <sup>2</sup> value	df.	Remarks
1.	Sex : Male	65	10.75	9.19	1	**
	Female	150	10.44			
2.	Regionwise : Rural	82	11.78	56.27	1	**
	Urban	133	7.34			
3.	Age-wise : Lower Age	84	8.5	9.05	1	**
	Upper Age	131	9.93			
4.	Caste			0.40	3	NS
	i. General	58	9.65			
	ii. BC	29	8.80			
	iii. SC	108	9.79			
	iv. ST	20	10.00			

Note : Symbols : \* = Significant at .05 level

\*\* = Significant at .01 level

NS = Not significant

In comparison to that of their respective counterparts sex, region and age had significant effect on adult's perception of this area of educational needs where as caste had no significant effect on this area.

**Need for Health, Hygiene and Family Welfare, and Region, Sex, Age and Caste of Learners**

This was hypothesised that as everybody is concerned with health, hygiene and family welfare irrespective of different background variables adult learners will be equally curious to learn about this area. However, from Table 3, it can be seen that rural adults have been more curious to learn about this area than that of their urban counterparts. As a whole, it can be seen that all the segments of sample have expressed high opinion homogeneously about this area as the mdn. values of different fractions has varied from 10.26 to 14.75.

TABLE 3

**Significant Effect of Component Variables on Perception of Health and Family Welfare**

Sr. No.	Variable	N	Mdn.	X <sup>2</sup> value	df	Remarks
1.	Sexwise : Male	65	12.85	0.03	1	NS
	Female	150	10.26			
2.	Regionwise : Rural	82	13.61	11.71	1	**
	Urban	133	11.18			

3.	Agewise	: Lower age	84	11.05	1.13	1	NS
		Upper age	131	12.88			
4.	Castewise	: i. General	58	14.75	0.65	3	NS
		ii. BC	29	12.87			
		iii. SC	108	12.30			
		iv. ST	20	12.07			

Note : Symbols : \* = Significant at .05 level

\*\* = Significant at .01 level

NS = Not Significant

### Need for Mythology and Religion, and Region, Sex, Age and Caste of Learners

Religion and Culture have significant effect on the illiterate adults. It was hypothesised that the neo-literates will have curiosity to learn more on this area. It can be seen from table 4 that amongst adult learners, the man, the rural adults, upper age adults and ST and general caste adults had expressed stronger opinion for education of this area than that of their respective counterparts. It can be observed that all the variables studied, i.e., sex, region, age and caste had significant effect on the need area of mythology and religion.

### Need for Home Science Education and Region, Sex, Age and Caste of Adult Learners

It was hypothesised that every adult will be in equal need for home science and management education as every adult has a significant role in his/her family. It can be noticed from Table 5 that only in the case of general caste and SC the learners belonging to these groups had

TABLE 4

### Significant Effect of Component Variables on Perception of Mythology and Religion

S. No.	Variable	N	Mdn. Score	X <sup>2</sup> value	df	Remarks	
1.	Sexwise	: Male	65	11.79	31.38	1	**
		Female	150	10.37			
2.	Regionwise	: Rural	82	12.27	28.80	1	**
		Urban	133	9.99			
3.	Agewise	: Lower age	84	10.42	7.89	1	**
		Upper age	131	10.95			
4.	Castewise	: Geneeal	58	11.50	13.35	3	**
		ii. BC	29	10.09			
		iii. SC	108	9.86			
		iv. ST	20	11.75			

Note : Symbols : \* = Significant at .05 level

\*\* = Significant at .01 level

NS = Not Significant

TABLE 5

**Significant Effect of Component Variables on Perception of Home Science**

S. No.	Variable	N	Mdn. Scores	X <sup>2</sup> value	df	Remarks
1.	Sex : Male	65	13.00	0.62	1	NS
	Female	150	11.34			
2.	Regionwise : Rural	82	12.41	2.66	1	NS
	Urban	133	11.53			
3.	Agewise : Lower age	84	14.28	5.24	1	NS
	Upper age	131	11.00			
4.	Castewise : i. General	58	13.50	8.62	3	*
	ii. BC	29	9.65			
	iii. SC	108	12.21			
	iv. ST	20	9.87			

Note : Symbols : \* = Significant at .05 level

\*\* = Significant at .01 level

NS = Not Significant.

expressed higher opinion towards home science education than that of their BC and ST counterparts. It showed that caste had significant effect on this area of educational needs, whereas the rest of the variables had no significant effect on Home-science education need.

**Need for Industry, Business and General Economics, Region, Sex, Age and Caste of Adult Learners**

In the modern age, it is expected that every adult learner will be motivated to get job in different sectors, knowledge of Industry, Business and other related areas may be of interest to the adults from the point of view of above. From Table 6, it can be observed that irrespective of differences in sex, region and age of learners there was no significant difference in the perception of learners on the educational need related to industry, business and general economics. Only in the case of caste the SC and GC adults had perceived the need for this area with higher weightage than that of their BC and ST counterparts.

TABLE 6

**Significant Effect of Component Variable on Perception of Industry, Business and General Economics**

S. No.	Variable	N	Mdn. Score	X <sup>2</sup> value	df	Remarks
1.	Sexwise : Male	65	10.83	2.35	1	NS
	Female	150	9.12			
2.	Regionwise : Rural	82	17.00	0.90	1	NS
	Urban	133	9.21			
3.	Agewise : Lower age	84	7.44	4.86	1	NS
	Upper age	131	10.70			

4. Castewise	i. General	58	9.62	9.97	3	*
	ii. BC	29	7.37			
	iii. SC	108	10.63			
	iv. ST	20	9.00			

Note : Symbols : \* = Significant at 0.05 level

\*\* = Significant at 0.01 level

NS = Not Significant

### Need for Social Studies, and Ideal Citizenship Education, Region, Sex, Age and Caste of Learners

In a democratic country it is expected that every adult should be aware of fundamental of ideal citizenship irrespective of their differences in sex, region, age and caste. From Table 7, it can be noticed that there was no effect of sex and caste on educational need concerning social studies and ideal citizenship. Where as, the rural adults and upper age people had perceived stronger need for this area than their urban and lower age counterparts respectively.

### Need for Co-operatives, and Region, Sex, Age and Caste of Adult Learners

For better economic conditions of people it is expected that education about co-operatives will be of use to every adult learners. It can be seen from Table 8 that there was significant effect of sex and region on the need for co-operative education. Men and rural adults had expressed higher opinion for this area than that of their respective counterparts. There was no significant effect of age and caste on the need for this area of education.

TABLE 7

### Significant Effect of Component Variables on Perception of Social Studies and Ideal Citizenship

S. No.	Variable	N	Mdn, Score	X <sup>2</sup> value	df	Remarks
1.	Sexwise : Male	65	10.70	0.38	1	NS
	Female	150	10.61			
2.	Regionwise : Rural	82	11.67	33.91	1	**
	: Urban	133	10.06			
3.	Agewise : Lower age	84	9.94	5.92	1	*
	: Upper age	131	10.98			
4.	Castewise : i—General	58	11.17	3.71	3	NS
	ii—BC	29	10.00			
	iii—SC	108	10.63			
	iv—ST	20	9.00			

Note : Symbols : \* = Significant at 0.05 level

\*\* = Significant at 0.01 level

NS = Not Significant

TABLE 8

**Significant Effect of Component Variables on Perception of Cooperatives**

S. No.	Variable	N	Mdn. Score	X <sup>2</sup> value	df	Remarks
1.	Sexwise : Male	65	11.72			
	: Female	150	5.72	19.18	1	**
2.	Regionwise : Rural	82	10.46			
	: Urban	133	6.46	20.31	1	**
3.	Agewise : Lower age	84	5.25	2.29	1	NS
	: Upper age	131	9.45			
4.	Castewise :					
	i—General	58	9.50			
	ii—BC	29	10.00			
	iii—SC	108	9.31	2.30	3	NS
	iv—ST	20	9.78			

Note : Symbols : \* = Significant at 0.05 level

\*\* — Significant at 0.01 level

NS = Not significant

**Need for Science and Technology Education, and Region, Sex and Caste of Adult Learners**

In the modern age, science and technology education should be given to every adult citizen. In this study, it can be observed that (see Table 9) there is sharp division among male and female, rural and urban learners, upper and lower age learners, and adults belonging to different castes with regard to their perception of educational need on science and technology area. It can be seen that the men, rural adults, upper age adults, and GC adults had better perception of getting education in this area in comparison to that of their respective counterparts.

**Need for Entertainment Education, Region, Sex, Age and Caste of Adult Learners**

Entertainment is one of the significant aspects of human life. Education related to entertainment of life can make the life richer.

TABLE 9

**Significant Effect of Component Variables on Perception of Science and Technology**

S. No.	Variable	N	Mdn. Score	X <sup>2</sup> value	df	Remarks
1.	Sex : Male	65	11.62	11.63	1	**
	: Female	150	7.06			
2.	Regionwise : Rural	82	12.75			
	: Urban	133	6.85	43.63	1	**
3.	Agewise : Lower age	84	6.38			
	: Upper age	131	10.42	26.73	1	**

#### 4. Castewise

i=General	58	11.75			
ii=BC	29	7.37			
iii=SC	108	7.33	11.00	3	**
iv=ST	20	9.75			

Note : Symbols : \* = Significant at .05 level

\*\* = Significant at .01 level

NS = Not significant

It is expected that every adult learner will be in need for this area of education. Table 10 reveals that while all categories of people had expressed their desire for this area of education, the rural adults, ST, GC and BC group had perceived stronger need for this area than that of their urban and SC counterparts respectively. There was no significant effect of age and sex on the need for entertainment education.

TABLE 10

#### Significant Effect of Component Variable on Perception of Entertainment

S. No.	Variable	N	Mdn. Score	X <sup>2</sup> value	df	Remarks
1.	Sexwise : Male	65	10.37	0.71	1	NS
	Female	150	9.45			
2.	Regionwise : Rural	82	11.23	35.81	1	**
	Urban	133	7.75			
3.	Agewise : Lower age	84	8.83	2.92	1	NS
	Upper age	131	10.18			
4.	Castewise : i. General	58	12.50	27.89	3	**
	ii. BC	29	12.12			
	iii. SC	108	7.44			
	iv. ST	20	13.00			

Note : Symbols : \* = Significant at .05 level

\*\* = Significant at .01 level

NS = Not Significant

#### Conclusions

The above findings concerned with specific needs of particular group of learners must be kept in mind by the curriculum experts while preparing special curriculum for above specific groups of learners. In other words it can be suggested that the specific need areas should be given significant treatment looking at the specific requirement of respective categories of learners. Of course, the common curriculum should include account of all the need areas in general, as the learners belonging to different categories viz., rural and urban ; men and women ; upper age and lower age ; and SC, ST, BC and GC had expressed positive responses towards all of them.

# The Counselor and Vocational Education

Students in vocational education must have definite goals to achieve. Worthwhile learning opportunities should be in the offing to assist students to attain the desired goals. Appropriate appraisal procedures need to be utilized to determine if goal achievement by students has been in evidence. Vocational education students must fulfill requirements of class/course requirements. A quality curriculum needs to be in evidence. Time on task by students to meet requirements is of utmost importance. Trivia and the irrelevant must be needed out of the vocational education curriculum. A lack of progress and underachievement by the student needs to be diagnosed and remedied. Certainly, students should achieve in an optional manner. The counselor has an important role and function to assist vocational education students to learn as much as possible.

## The Role of the Counselor

Counselors have numerous significant responsibilities to fulfill in meeting role expectations in counseling vocational education students. Students face diverse problems in school and in society. These problems can greatly distract from students doing well in vocational education. The concept *at risk* is mentioned frequently in educational literature pertaining to students dropping out or contemplating dropping out of vocational educational programme. The counselor needs to council students who face problems which hinder completing requirements in vocational education. These at risk students need guidance and direction in realizing their potentialities.

One classification of at risk student pertains to those who perceive a lack of purpose in the vocational education curriculum being pursued. The student then lacks reasons for achieving goals in vocational education. The instructors of classes rather quickly notice that the student lacks purpose and reasons for pursuing goals in vocational education. Motivation to achieve is at a low ebb. Energy levels of learning are at a definite

minimal level. The instructors and the counselor need to work together to plan that which is in the best interest of the student. The student needs to develop purpose to function as a useful contributor in society.

To attempt to solve this problem, the counselor and the at risk student need to diagnose and remedy the situation. Mutual respect for positive ideas expressed in the conference need to be in the offing. Harsh comments and negative statements are detrimental in the conference setting. Problem solving methods rather, need to be utilized. The counselor and at risk vocational education student need to identify cause for the latter not perceiving purpose in the curriculum being pursued.

Perhaps, other vocational courses would be more purposeful to the at risk student. Or, personal and social problems of the student prohibit progress and achievement in the present curriculum. The at risk student may believe it is better to earn money presently and drop out of school. The counselor must guide the at risk student in making the best choice(s) possible. A problem solving situation is important. Adequate data needs to be gathered pertaining to the present curriculum being pursued, as well as what the learner brings to the class setting. The total student is involved including the intellectual, physical, emotional, and social dimensions. A realistic appraisal of the student and his/her capabilities, as well as the societal environment and its opportunities for job success must be considered thoroughly. The counselor needs to have positive attitude in believing in the absolute worth of each student. Students should not have their abilities go down the drain or by the wayside. A conscientious counselor can do much to assist each vocational education student to perceive purpose in a curriculum being pursued.

A second kind/type of at risk student may have lost interest in the vocational curriculum in the offing. The learner originally may have perceived purpose in vocational goal attainment. Along the way, interest has waned. The enthusiasm of the at risk student is lacking. Saneness in routines in the vocational educational curriculum appears to be experienced by the student. Perhaps, the vocational courses taken do not present the challenge or fascination that was once true for the student. Stimulating methods of instruction may not be in evidence. The counselor, together with the student and the instructor, need to consult in a positive manner to determine what has gone wrong. The problem may reside, in part, with instructional procedures and objectives stressed in the curriculum. The at risk student may also need counseling to accept limitations he/she brings to the vocational education classes. The student may expect too much from the instructor in terms of excitement and interest building in the curriculum. Whatever the cause(s) for the identified problems, new solutions need to be found and implemented. The vocational education curriculum must have its holding power over at students so that the latter may have the best possible opportunities to succeed in life.

A third type of problem for at risk students involves attaching meaning to life in all of its diverse dimensions. Teenage suicide is at an all time high in terms of percent of the total population. Divorce rate of parents is at an all time high rate. Approximately, forty percent of marriages end in divorce. Single parent homes continually increase in number. At the same time, the income levels of these households drops, after the divorce has become reality. No doubt, many at risk students contemplate the meaning of life with its goodness and its hardness.

Counselors need to talk with at risk students who indicate life itself has little, if anything, to offer. These students need to perceive goals and alternatives more clearly. Too frequently, goals are perceived in a hazy manner. Or, alternatives in life are viewed as nonexistent. With empathy and understanding of the at risk vocational student, the guidance counselor needs to help the former to perceive values in life and in the world of work. Feelings of futility, despair, and anguish may will be the lot of the at risk student. These students may feel alienation and loneliness. A sympathetic counselor openly discussing problems the student is experiencing is time well spent. The at risk student needs to perceive life as meaningful and rewarding. The total student comes to vocational classes. Thus, the emotional, social, physical, and intellectual facets of a person's development are a definite part of the latter's goals in the world of work.

A fourth type of at risk vocational student is dependent upon mind altering drugs. Use of marijuana, cocaine, crack, and alcoholic beverages represent harmful and life threatening situations. A vocational student hooked on chemical dependence has no chance of job success. In vocational classes, these students can not concentrate and attend to the task at hand. Rather, they become dependent and slaves to drugs and alcohol which take their toll in all facts of the person's development, such as emotional, social, physical, and intellectual.

Instructors of at risk students involved in mind altering drugs and chemicals need to be observant of traits which indicate help or rehabilitation may be necessary. Instructors of vocational classes should consult with the counselor. After students indicate traits of being on mind altering drugs, the counselor must confer with the user of these chemicals. Each vocational education student needs to achieve as much as possible. Chemical dependence has an opposite effect on the student. The further of each student is highly important as members in society. The personal welfare of each vocational education student is also salient. Thus, the societal and personal dimensions of each student become a high priority for instructors and counselors. The counselor, in particular, needs to assist the student in identifying problems pertaining to chemical dependence and work in the direction of securing a solution. Chemically dependent

students tend to drop out mentally and then physically from class attendance. The future of the dropout is indeed limited in terms of opportunities in life personally, as well as in society. These at risk students need to be saved from chemical dependence habits and addictions. Rehabilitation centers may be a must for many students involved in drugs abuse.

A fifth kind of at risk student emphasizes of pregnant teenage unmarried student. Complications from the pregnancy can further add to the problems of staying in the vocational education curriculum. If at all possible, pregnant teenage students need encouragement and assistance to stay in school. These students will need guidance to attain as much as possible in the vocational education curriculum. They will need to support themselves and their further offspring economically. To teenagers, pregnancy becomes and even greater problem if parents do not accept them in the home setting as members of the family. If the pregnant teenager can live at home, the parents may distance themselves emotionally from their offspring. Situation, such as these, greatly add to the problems of the pregnant teenager.

The counselor needs to encourage these students to stay in school to complete requirements in a vocational education curriculum. The goals sought by the at risk student should result ultimately in securing a job which is rewarding and personally satisfying. Adequate pay should be inherent in the future job secured by the at risk pregnant teenager. These students will need to earn adequate money to support the self, as well as the new born baby.

Pregnant teenagers need support, encouragement, and assistance from the counselor of vocational education students. These at risk students face problems of personal acceptance, as well as of being accepted by others. A good counselor may well provide for personal, social, and vocational needs of the at risk student.

A sixth kind of at risk student is one who needs to earn money presently to help support the family. Or, the at risk student owns a car and needs to support its upkeep and maintenance. The desire to earn money presently and drop out of vocational education classes can be strong.

The counselor needs to guide these at risk students to perceive goals clearly. Immediate earning of money in low paying positions can be important to many students. Immediate goals versus longer range goals can be quite different from each other. The counselor needs to have the at risk student look at and discuss longer range vocational goals. Completing requirements in vocational education classes and being placed in a vocation which is personally rewarding and useful in society is a must for at risk students. Counselor need to be open to the feeling, values, and belief of the at risk

student. These students need respect and understanding. They need to be prized as human beings having intrinsic worth.

### Conclusion

Numerous categories of at risk students can be identified. These categories include :

1. Students who lack purpose or reasons for attending vocational education classes.
2. Students who fail to perceive interest in the curriculum.
3. Students who have difficulty attaching meaning to life.
4. Students who utilize mind altering drugs.
5. Students who represent the teenage pregnancy category.
6. Students who desire to earn money presently rather than attend vocational education classes.

The vocational education counselor of students has tremendous responsibilities. Counselors need to accept students as human beings possessing tremendous potential. The counselor needs to be a sympathetic listener, guide, and helper of students in vocational education. The counselor and the involved student need to identify and solve problems that the latter experience. The student needs to be assisted to achieve optimally in school and in society.

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## Some Weaknesses of Literacy Drive

A man who had been introduced over-flatteringly at a meeting offered two prayers for forgiveness—one, for the introducer for telling lies and the other, for himself for enjoying those lies. Similarly, high Government functionaries involved in the adult literacy drive should offer prayers for forgiveness for themselves for enjoying the lies dished out to them by their subordinates.

By a Government count, in Uttar Pradesh's 28,500 adult centres being run under 95 projects (300 centres per project), more than 8½ lakh illiterates (30 per cent) are made literate at the end of every 10 months. Add to this nearly 3 lakh literates turned out by voluntary organizations (NGOs) every year. Thus a formidable figure of close to 12 lakh adults rises above the illiteracy line in Uttar Pradesh annually at an outlay of Rs. 10 crore.

The cost-outcome ratio of Rs. 83 per adult per year or Rs. 7-8 per month is a good bargain if the statistics are correct. But the feed-back gained through unannounced visits to the centres or talks with the trainees tell a completely different and dismal story.

The attendance register maintained by the instructor and countersigned by the supervisory staff is more or less a fabrication. Thirty adults coming to the literacy class daily is too rosy a picture. Privately, the instructor admits that not even one-third come regularly. But should the register show the true picture of absenteeism, the supervisory staff would be pilloried by the district and State-level officers. Therefore, one lie is piled on another lie and the two lies seem to make everybody happy.

The instructor is paid a meagre sum of Rs. 100 monthly for his three-pronged effort—one, creating among the illiterate adults awareness of their social, political and economic potential; two, teaching the alphabet and numerals to them and; three, making them proficient in whatever avocation they are engaged in for a living. Indeed, an armful of work for the lowly-paid instructor for two hours a day, six days a week. Even an unskilled labourer is now not available for 50 hours of work (six 8-hour days) for Rs. 100. Expecting a matriculate instructor to do so is far too facile. Result: the instructor is absent most of the days.

A re-thinking on the element of free option or voluntarism in the programme is also urgently called for. While a university lecturer drawing minimum monthly emoluments of more than Rs. 3,000 is entitled to two years' study leave to do a doctorate or avail a foreign grant for self-improvement on full salary, a daily wage-earner is exhorted to invest after a stint of 8-hour back-breaking work two hours daily in the literacy class without remuneration. It isn't just possible, especially if the adult is not interested. It is the Government which wants him to be interested.

Should't Government consider making it incumbent on every employer, public or private, to allow an hour daily out of the 8-hour working day for adult learning and the class be held on the employer's premises in pleasing ambience in a room fitted with fans and chairs or durries, instead of tattered jute strips or bare floor, to sit on. Every industrial establishment is required by law to hire a labour welfare officer. Let it also be required to engage a literacy instructor.

In the unorganized sector in towns and villages, the learner should be paid by the hour at full rate and the job of running the classes put squarely on the district education office, which should be held fully accountable for results.

To meet the heavy additional cost, a reasonable education cess might be collected from each income tax and sales tax assessee and, if necessary, also with every excise rupee collected. A national problem of extraordinary proportions calls for an extraordinary solution. No. less.

Now for the methodology employed for teaching the alphabet to an adult, who has a sizeable vocabulary. He knows the names of thousands of objects falling in his purview and can promptly name each object that he sees. Only he cannot read or write its name. Unlike a four-year-old who is asked to repeat an alphabet a hundred times before it is embedded in his memory, the adult needs to identify an alphabet not more than a half dozen times to remember it. The task becomes even faster and easier if the alphabet strikes an association with an object with which the adult is already familiar.

Let us take an example. Overlapping waves made by a stone thrown into a pond are called *lahar* in Hindi. The first letter of the Hindi word *lambardar* looks like the merger of two overlapping *lahar*. The learner would find it much easier to remember the sound of a letter by associating it with the sound of an object with which he is familiar.

Another example. A water tap called *nal* in Hindi looks like the letter for the first sound of the same word. Therefore, the word *nal* and the sound of its first letter become one and the same thing in the learner's mind. In other words, the learner travels from the familiar to the unfamiliar which makes the learning process much quicker and without tears. Learning becomes a game or sport, instead of an exacting drill as now.

The learner has to learn in this manner only 30 consonants, 10 vowels and 10 notations which are put below or above the letters of the alphabet, like the various *mudras* in a dance sequence or *asanas* in a yoga exercise. Being conversant with just about 50 letters and notations will make the adult master of the Hindi language. An effort on similar lines is being made with very good results to teach Malayalam by U.S.-trained Dr. A.K. John in Karthically (Alleppey district) in Kerala.

To proceed from the familiar to the unfamiliar, in place of the traditional method of proceeding from the unfamiliar to the familiar, is the hallmark of the new method, called the method of association. Call it by any name and whatever be its antecedents or the country of its origin, it works real fast with unlettered but knowledgable adults.

Peripatetic or itinerant teachers might also be employed to hold literacy classes on farms in pleasant spots after farmers and their cattle have had their mid-day meals and are resting.

In the wake of highly pessimistic and adverse reports by journalists and seminar-goers, Government should wake up, earlier the better, to give the adult literacy programme a severe look-over to plug the leaks, if possible, and overhaul it, if necessary. If Government fails to do so, it will find itself when it is too late perched on a heap of undisguised lies, after allowing hundreds of crores of rupees go down the drain into a bottomless pit. □

## University Students Participation in Adult Education : Need for a Fresh Look into the Areas of Research

Since the birth of primitive-human communities on earth, education, ever though started with gestures, imitations and actions had played its very significant role in making the people to understand the nature and behaviour of surrounding environment, helped them in getting food by hunting or other means, preserved them from natural calamities and wild animals and helped them in sharing their experiences of joy, sorrow and anger. In this way, education has its roots in the very origin and survival

of human history. The emergence of 'Words' and 'Languages' had brought revolution in the communication of ideas among people. Until the rise of 'States', education was an essential component of life of the individual and the community, though it was essentially non-formal and informal in its character. But, when education encroached under the umbrella of formal system of 'State', it had driven away the essential component of education, i.e., life-orientation, need-orientation and community development for which it was actually originated with the human history. This is true in case of different countries of the world including India. In addition to it, India had passed through a stage of colonialism in the period of which the formal system of education was up-rooted and grown to some extent for its own needs and thus acquired also colonial character. These primary characters appears to be the root-causes of present crisis in education in India, which made the system not only to grow away from life-orientation, need-orientation and community development but also made to serve the interests of imperialism directly through 'brain drain' and indirectly through utilisation of intellectual manpower in foreign-collaborations.

There was a dawn in the human history with the rise of the concepts of democracy, equality and fraternity. It had shaken all the social structures upside-down and to the extent existing educational structures were also influenced. These concepts pierced into education and the inequality in and for education in formal system is being questioned.

All over the world, the educationists and social scientists made a break through in their attempts to achieve equalities in education in different societies, through Non-formal, Adult and Continuing system of education. Some of the countries reacted to it positively and they have implemented the programmes working from different angles. The U.S.S.R., U.S.A., U.K., Canada, China, Denmark etc., have achieved a lot in these lines to liquidate illiteracy. India reached to these concepts very late and its response was also too late. Almost two decades after independence in 1966, for the first time, the Indian Education Commission stressed the need of adult education to liquidate illiteracy by 1985-86. Later, this recommendation was incorporated in National Policy on Education, 1968. It was mainly confined to papers until 1978 when a massive programme on Adult Education was launched with the objectives of achieving literacy, functional skills and social awareness among adults (15-35 years). In spite of many policies, programmes and their implementation with considerable expenditures, the statistics reveals the other side of facts indicating the rise of illiteracy to 437 millions in 1981 from 300 millions in 1951. India's share of the world's illiterate population in the age-group of 15 years and above is projected to increase from about one-fourth in 1980 to approximately one-third of the world's adult illiterates by 2000. Looking into seriousness of the problem the National Literacy Mission stressed the need

of implementing Adult Education Programmes effectively with a time bound plan of covering approximately 30 millions by 1990 and another 50 millions by 1995.

Sincere efforts have been made by the educationists and social scientists to root-out some of the drawbacks by highlighting the universities role in adult education. The participation of university staff and students in these services is much in discussion in these days. In this process, Adult Education is included in N.S.S. Programmes. In spite of U.G.C. Policy Statement of 1977 stressing the need of extension activity as important as teaching and research a very few universities started the Extension Centres. The revised guidelines of U.G.C. (1982) on Adult and Continuing Education and Extension also practically confined to a very few universities.

The Baroda experiment—each one teach one—which had been brought into light in October 1986, to secure effective participation of students in the project of eradication of illiteracy, to enrich higher education by field experiences and to make students sensitive to social relations, found to be ineffective because of its voluntary nature, which created problems like inconvenience of mutual timings, difficulty of students participation during examinations, inability of concentration on academic studies which actually fetch them the degrees, parents dis-interest for students participation, inability of students to bear the money for transportation etc. The South Zone Conference of Adult Education held on August 27-28, 1988 at Pondicherry felt that students involvement in Adult Education would be possible if some incentives, grace marks, preferential treatment for jobs and issue of loans by banks are provided to them.

In the recent years, adult education is receiving special attention from its different angles and there is a wide criticism on :

- the policies and programmes of Adult Education
- not giving equal importance to Adult Education with that of formal system of education
- not co-ordinating Adult Education Programmes with formal system of education, especially at university level, effectively
- not utilising the university students of different streams for Adult Education Service, effectively where voluntry services are found to be ineffective

There appears to be a loophole in the very policy of Adult Education as it is being treated as a voluntary service but not a compulsory, necessary and inevitable service as Formal Education by the Government of India. So the same policy is reflected in all organisations who took the job of

Adult Education including universities. It is unfortunate that even after two decades, after the recommendation of the Indian Education Commission, no significant achievements were made in the field of Adult Education although adult population is considered as the essential and important component of production and economy of the country. The other problem lies with the lack of organisation of educated manpower, especially at university level for Adult Education Programmes. Students of university level are the enormous and potential source of manpower and are compulsory needed to liquidate illiteracy because adult illiterate population is in hundreds of millions in India. Thus, a fresh look at the university responsibilities to make the student involvement a compulsory in Adult Education Programmes appears to be necessary at this stage, as voluntary services at this level are found to be less effective, so far. Presently, there is a necessity of carrying out research activities in the following dimensions of Adult Education :

- finding the methods of compulsory involvement of students of university level, at different stages of study
- finding the ways for introducing the Adult Education Service as a compulsory paper at different stages of study
- finding the methods and techniques of incorporating Adult Education Field Activities (AEFA) with academic curricula at different stages of university studies
- framing the curricula of Adult Education in relation to the subjects of study
- finding the organisational methods of co-ordinating AEFAS with Academic Stream at university level. □

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## Role of Farm Women in Farm and Home Activities

It is a recognised fact that the success or failure of rural development programmes in general and agricultural development programmes in particular depends upon the vital role played by women in rural areas. It has been indicated that in many production enterprises, such as crop production, sericulture, dairying, and other animal science women play a dominant role in addition, to home activities. However, for the past several years, there is also a criticism that the development efforts by the Government and other concerned agencies have focussed only on the farmers and to a very negligible extent on farm women. Mild attempts were made in the community development programme to have a few village level workers in selected blocks to work with rural women. Some programmes like adult literacy classes, sewing classes, demonstration of kitchen garden, smokeless chulay etc., were taken up in a different manner. Of late there is growing recognition that the farm women, who contribute not only to management of home and farm activities in rural areas, but also to the very decision making process need to be induced into the main stream of agricultural development programmes. It is to be conceded that there are not many research studies on different aspects of farm women. Thus, it is necessary to have an insight into the degree of participation of rural women in home activities, agricultural production activities, their level of understanding of improved practices etc. With this broad frame of reference the study was carried out in Bangalore rural district of Karnataka during the year 1988-89 with the following objectives.

- (i) to know the level of knowledge among farm women with reference to paddy cultivation,

(ii) to study the degree of participation of rural women in farm operations with reference to paddy cultivation, and

(iii) to analyse the extent of participation of rural women in home activities.

### Research methodology

Two villages of Bangalore north taluk, viz., V.N. Halli and H. Kempapur which had predominant paddy cultivation, were purposively selected for this investigation. Twentyfive paddy growing farm women from each village were taken as sample by resorting to random sampling technique. Thus, the total sample for the study was 50 rural women respondents. The degree of participation was measured by constructing a scale deliniating seventeen different agricultural practices starting from ploughing and ending with marketing of the farm product and a scale having 12 different home activities was used for measuring the degree of participation of farm women in home activities. A knowledge test developed for the purpose was used to study the knowledge level of respondents about agricultural practices. The results of the study are presented hereunder.

### Results and discussion

#### 1. Level of knowledge among farm women with reference to paddy cultivation

It is interesting to note that farm women had fairly good knowledge about the paddy production practices as it could be observed from Table 1.

TABLE 1

#### Distribution of respondents according to their knowledge level

Category	Number	Per cent
High	7	14.0
Medium	31	62.0
Low	12	24.0
Total	50	100.0

More than 60 per cent of the farm women belongs to medium knowledge category compared to 'high' (14 per cent) and 'low' knowledge (26 per cent), categories. This finding is in line with the results of Deepali (1979) who reported that majority of farm women possessed medium knowledge level regarding paddy cultivation practices.

#### 2. Participation of rural women in farm operations with reference to paddy cultivation

Table 2 provides the information on the degree of participation of rural women in paddy cultivation aspects. It is observed that farm women

participated to a very large and considerable extent in 11 out of 17 farming operations. Except the ploughing operation they have participated in all other operations and to a very large extent in some of the crucial operations such as sowing/transplanting (86 per cent), weeding (84 per cent), storage of grains (78 per cent), land preparation (72 per cent), cleaning seeds for sowing (70 per cent), gap filling (68 per cent) manure and fertilizer application (68 per cent), and harvesting (64 per cent), threshing and winnowing (62 per cent) and rats and rodent control practices (58 per cent). This finding is in conformity with the findings of Deepali (1979) and Santha Govind (1983).

TABLE 2

**Participation of rural women in farm operations with reference to paddy cultivation**

<i>S. No.</i>	<i>Farm operations</i>	<i>Number</i>	<i>Per cent</i>
1.	Sowing/transplanting	43	86.0
2.	Weeding	42	84.0
3.	Storage of grains	39	78.0
4.	Land Preparation	36	72.0
5.	Cleaning seeds for sowing	35	70.0
6.	Gap filling	34	68.0
7.	Manure and fertilizer application	34	68.0
8.	Harvesting	32	64.0
9.	Threshing and winnowing	31	62.0
10.	Rats and rodent control	29	58.0
11.	Preparation of manure and compost	24	48.0
12.	Birds watching	21	42.0
13.	Marketing and transportation	16	32.0
14.	Labour supervision	14	28.0
15.	Plant protection measures	13	26.0
16.	Seed treatment	7	14.0
17.	Ploughing	0	0.0

**3. Participation of farm women in home activities**

A perusal of Table 3 indicates that more than 50 per cent of the farm women performed the home activities like cooking and serving, bringing water, preparation of non-perishable foods, grinding flour, cleaning of utensils and home, washing clothes, child care and fuel collection. Further, it is noticed that participation of farm women activities like shopping, educating children and family budgeting was least. Similar results were reported by Santha Govind (1983).

TABLE 3

**Participation of farm women in home activities**

<i>S. No.</i>	<i>Activities</i>	<i>Number</i>	<i>Per cent</i>
1.	Cooking and serving	46	92.0
2.	Bringing water	43	86.0
3.	Preparation of non-perishable food	42	84.0
4.	Grinding flour	41	82.0
5.	Cleaning of utensils	40	80.0
6.	Cleaning home	37	74.0
7.	Washing clothes	37	74.0
8.	Child care	35	70.0
9.	Fuel collection	28	56.0
10.	Shopping	15	30.0
11.	Educating children	14	28.0
12.	Family budgeting	8	16.0

**Conclusion and implications**

The findings of this study on rural women has got implications for the attention of both the change agency system and the researchers. It could be inferred that the participation of the farm women in home and farm activities was to a greater extent than ordinarily expected. It is a proven fact that knowledge of the practice has greater impact on degree of participation. Since knowledge level of any innovation (technology) is directly associated with its adoption, these findings gives a pointer to the extension organisation to initiate either exclusive programmes of method demonstration, training and allied activities for farm women only or for both farm men and farm women together to educate them about the new agricultural technologies. In other words a well planned continuous extension education programme every season for farm women need to be necessarily organised by the front line extension workers in the local setting in different villages. It may also be worthwhile to use media mix approach specially for farm women to make them have a proper perspective of different farm practices, in which they participate. It is very necessary to conduct in every district a comprehensive research project on farm women with reference to their degree of participation in home activities, farming operations, livestock activities etc., and knowledge of agricultural and allied technologies. This would enable the extension organisations at the state and district level for formulation of annual educational strategies. □

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## Rural Women—A Status Profile

“Tired, Overworked, Under-Nourished, Powerless and Unorganised.  
That is the state of rural women today in India”.

Rural India presents a scenario, a stale picture of backwardness of the 350 million people living below the poverty line in the country. Around 300 million, that is, 86% are living in rural areas. The disadvantages for the rural population are many and innumerable. The word ‘disadvantage’ had been defined in 20th century Chamber’s Dictionary as “what is unfavourable to one’s interest”. In defining the disadvantages of the rural population, most of them still need basic amenities, the provision of basic needs like water, housing, health, physical safety, education and equal opportunities are the commitments of the Indian Constitution. The five year plans allotted funds for special nutrition programme, Integrated Child Development Programme, Family Welfare Development Programme, etc. However, the discrepancies between people’s expectation and overall method of satisfaction for a large number of people with less number of programmes generated more negative attitude which had resulted in socially disadvantaged groups.

Among the many disadvantages of rural poor, poverty and illiteracy are very important. In all the third world nations, poverty of the rural population is so acute that the word has been coined as rural poverty.

Rural poor is an amorphous group which means to say that it is not properly organised. It has got to realise its potential in terms of number and manpower. Once organised, it could change the face of rural life. Particularly rural women as a class need a special mention taking into cognisance of the rural population. They may be four categories of people in rural set up which are as follows—

1. Rural Women
2. Dropouts—Outside School Programme
3. Unemployed Rural Youth
4. Rural Men

Rural women are the most disadvantaged of all the target group which has been mentioned above. It is true that exceptionally gifted Indian women have made individual contribution to education and society. Vast majority of women have been deprived of their opportunity to develop their potential with their full capacity.

In recent times, there has been a growing realisation regarding the pivotal role of the national progress, that any improvement in the standard of living should start from the home and eventually, it is the woman who uplifts the standard of the home. It is, therefore, evident that the extent to which village women are helped to acquire the knowledge and skill of being a wise-mother and a competent mother and a responsible member of the rural community to that extent alone our nation will progress.

There are 318 million women in India of whom majority are illiterate, semi-literate and only an insignificant fraction is educated. Literacy rate in rural areas for females is 13.2% as against 42.3% for urban females. It is however 13% of women in rural areas who are in the workforce as against 7% urban female more than 89% of the women workers are illiterates.

A number of developmental programmes for women are functional in India. Those programmes which need special mention are Integrated Child Development Programmes, Applied Nutrition Programme/School Lunch Programme, Adult Education Programmes and Family Planning Programmes. The research studies evaluate the success of these programmes.

Special emphasis is placed in improving the living levels of the rural poor and involving rural people into total developmental process, which will see the goal of social development. The economic and social among these are generated of new employment skill development, equitable access to land, credit marketing facilities, improvement in health, nutrition and in short, to realise full potential for all individual through education.

Education is the only solution as Prof. Branald has put in education as the powerful instrument for developmental progress.

It is now widely accepted that any rural development effort requires substantial learning inputs. Development requires change and the need to acquire new information and new skill for possible change in attitude and quality of life.

That is the reason why education either informal or formal or nonformal is basic to any social development including rural development.

In a vast country like India, formal education cannot achieve the major educational objective. Formal education therefore has to be streamlined with nonformal education which is flexible with fulltime activities in the formal school and the university system has to be controlled and integrated with nonformal education. Therefore, we can say that adult education/

nonformal education/community education are the integral part of the education. The main difference between them is only the clientele. Adult education is the part of education which seeks to provide the adults a learning experience and activities on the basis of the needs and works and resources.

Therefore, we can say that community education/adult education/nonformal education all mean one and the same thing which have an inter-related significance.

Community education is a philosophical concept which is the resource to the entire community. It provides all its members their educational needs and to develop a positive sense as a process of community improvement.

Adult education should perceive community needs and community education should see that the programme leads the adults to enable them to complete the gained literacy skills and develop home interest and talent.

We then move on the concept of nonformal education. The idea of nonformal education is distinct from its practice in the recent phenomenon. A Book or a Conference for nonformal education would not have been possible before 1970. Because the term nonformal education was made only in the year 1966 at Kenya Conference (Kercho), the term nonformal education is discovered as an all-embracing term for the educational services of the rural poor. The concept of nonformal education should be the total part of the system of education.

There was the first mention of the term 'nonformal education' by Philip Coombs who had given more concentration in 1974-1975 to combat rural poverty. It is seen clear from the policies which emerge from the Third World Nations, that the major characteristics of nonformal education is to serve those who have not been well served by the previous developmental programmes and also for the failure in the formal educational system.

Rural poor often comprises of the group of leftouts, dropouts, illiterates, rural men and women and thus the programmes should focus on the needs and priorities of the community and therefore nonformal education should take place. Discussion is a major characteristic of programme objectives of the nonformal education which should enable—

1. To acquire occupational skills
2. To help the learners
3. To help the learner to orient and to solve his own problems
4. To help the learner to achieve the higher quality of life

Thus, nonformal education is defined by an outstanding Indian Educationist J. P. Naik "as an organised activity outside the work of formal system". This means that nonformal education is the only fitting methodology of

education that can elevate the quality of life of the rural poor more particularly rural women.

Any educational planning as a first step must ensure the cause of women who have been silent for long time. This muteness for women in many societies is usually interpreted as dullness. Therefore, every developing nation should believe that education is the heart of the developmental process.

Flexibility in any woman's programme is almost essential seeking the spot situation and women extension workers should use their discretion. If needs be, the programme should be popularised through the mass media. Extensive use of media is recommended for training rural women.

It is really tragic that women for many generations have come to accept this as their fate. Unless women take up their cause seriously and with full realisation of their responsibility, society is not likely to be helpful to them. Though there have been some strings by small number of women in this direction, this is not enough. Enlightened women must be against injustice and inequality.

There are many countries where women enjoy equal De-Jure status but the Defacto position is totally different. Women's emancipation or equality is part of our general development plans but Government action can be neither effective nor adequate unless women themselves become more aware of their rights and the corresponding responsibilities.

Women should be more active in the affairs of the society not because they are women but because they comprise half of the human race.

It is because there is no separate world as women's world and men's world where both of them have to make an integrated living. In this context, we quote the World Bank Report (1985) which says that there will be 500 million illiterates all over the world in 2000 A. D. In this segment 54% would be from India and the focus of this paper is to highlight the fact that this 54% of illiterates would probably constitute rural women in India.

Hence, educating the rural women will go a long way for a social and national development. National Literacy Mission (N.L.M.) is an intensive drive to educate these illiterates and this process will be a major focus in the development of women. Therefore, nonformal education is the best method and an instrument for social development of rural women. □

“AN ENLIGHTENED WOMEN  
IS THE SOURCE OF INFINITE POWER”

# Impact of Tribal Area Research Centre on the Socio-Economic and Health Status of Kanikkar Tribals

## Introduction

The 'Kanikkars' or 'Kanihillmen' are the only ethnic group inhabiting the project area of the Tribal Area Research Centre, Amboori, situated in the Trivandrum District of Kerala. The majority of the population are permanent residents of the area since several generations tend to continue living in the settlements in spite of the fact that since 1965 the hamlets and surrounding areas have been declared as part of Nayyar wild life sanctuary. It is also notable that the tribe has not migrated to other area and

the concentration is the highest in the western slopes of Agasthyamudi peak which includes the project area.

Kanikkar tribals are much below in their standards of living compared to other communities in view of the extreme lack of development. Inadequate inputs, inefficient management and lack of technical knowhow accentuate the problem of their development (Menon and Aiyer, 1983).

The Kanikkars are blessed with adequate arable land and manpower the two essential ingredients for crop production. Lack of awareness and improved technology are the major hurdles of the tribal farmers to achieve the cash power attained by the settler farmers of the surrounding area. The need of the hour is to render a helping hand of a research and development agency. With this objective in view, the Tribal Area Research Centre (TARC) was established in Amboori in July 1983. The centre is fully financed by the Indian Council of Agricultural Research for the conduct of multidisciplinary research for integrated development of Kanikkar tribals.

### **Objectives of the Study**

The specific objectives of the study were :

- To study the health status of tribal families
- To study the literacy and education status of tribal families
- To study the economic status and liabilities of tribal families
- To study the impact of money saving through thrift habit programme on the economic status of tribal women

### **Methodology**

To study the objectives mentioned above, a bench mark survey was conducted during 1983 covering 158 families scattered in the eight selected settlements in an operational area of about 25 sq. km. To assess the changes in the socio-economic status of tribal people, another survey was conducted during 1988 covering 175 families of the eight settlements. All families residing in the area were surveyed through two sets of interview schedules to gather the relevant data. The interview schedules were prepared first to conduct the bench mark survey for gathering background information and second to identify the changes that had taken place due to the efforts of the Tribal Area Research Centre. The interview schedules contained details regarding the distribution of families, occupational status, literacy and education status and the impact of money saving of each tribal farmer residing in the project area. The informations gathered through questionnaire were compiled to assess the over all socio-economic situation of the tribal people. The data were collected by personally interviewing the tribal farmers.

TABLE 1  
**Health status of Kanikkar Children in 1988**

Age	Weight (kg)				Height (cm)			
	Mean values		ICMR values		Mean values		ICMR values	
	Male	Female	Male	Female	Male	Female	Male	Female
0-6 months	4.60	4.00	5.70	5.70	51.60	47.00	—	—
6 months-1 year	7.20	7.42	8.90	8.90	69.71	66.20	—	—
1-2 year	8.66	8.45	8.80	8.80	78.80	75.20	77.50	76.30
2-3 year	10.83	10.83	11.60	10.30	81.00	80.20	86.10	82.20
3-4 year	11.70	11.87	12.70	12.40	90.13	90.60	92.50	91.30
4-5 year	13.00	14.00	15.20	14.10	95.00	99.00	101.40	99.00

TABLE 2  
Educational status of tribal people

Settlement	Decrease in Illiteracy status of tribal people												Dropouts
	Illiterate		Primary		Upper primary		High	schools	College going		Continuing education		
	'83	88	83	88	83	88	83	88	83	88	83	88	
1. Puravimala	24	45	38	39	19	22	12	9	1	1	34	28	20
2. Kariġuzhy	12	21	25	14	11	12	9	8	—	—	18	19	60
3. Sankinkonam	16	5	8	16	8	2	9	4	—	—	17	6	7
4. Chakkappara	53	38	33	22	41	19	39	16	4	3	25	22	25
5. Ayyavilakom	18	11	7	9	8	2	7	4	—	—	14	4	7
6. Kaipamplamoodu	12	28	13	14	11	5	6	4	—	—	14	14	10
7. Thenmala	99	53	29	18	4	8	1	—	—	—	11	10	11
8. Kunnathumala	42	44	32	24	8	10	12	5	—	—	21	27	17
Total	276	245	185	156	110	80	95	50	5	4	174	140	113

## **Analysis of data**

The data collected through the interview schedule were analysed by working out the percentages to understand the information regarding their socio-economic status. Frequency distribution of family members was worked out and expressed in percentages.

## **Results and Discussion**

The salient results of the study are discussed below :

### **Health status of tribal families**

From an anthropometric study, it was found that the weight and height of pre-school children both male and female are below normal. The mean values were compared with values of the Indian Council of Medical Research and the data is furnished in Table 1.

It can be seen from Table 1 that mean weight and height of the children at different age groups is much below the normal values for corresponding age groups as recommended by ICMR. Even though breast feeding is continued upto 12 months invariably and upto 2 years in many cases the amount of breast milk is not sufficient to maintain the normal weight of infants. This is mainly because of the lack of introduction of weaning and supplementary foods at the proper time to compensate the calorie deficiency when the child is entirely dependent on breast feeding alone.

### **Literacy and education status of tribal people**

Illiteracy seems to be one of the most severe limitations among the people. The proportion of dropouts is very high rendering them practically illiterate at later stages. The literacy details of families is furnished in Table 2.

It can be seen from Table 2, that the proportion of dropouts has decreased and there is an increasing awareness for the tribal farmers to send their children to school. Thus in general there is an increase in the literacy status of tribal children. The illiteracy of Kanikkar tribals has shown a declining trend from 276 in 1983 to 245 in 1988, the percentage decrease being 12.4. The illiteracy at the primary school level showed a decreasing trend from 185 in 1983 to 156 in 1988, the percentage decrease being 18.6.

### **Economic status and inventory of assests**

It is notable that the highest proportion of families come under the income range of below 2000 per annum (Table 3). The income pattern in tribal families is not regular and fixed. It is highly variable depending upon type of work, farm produce, forest wood collected etc. Income sources are many and varied, income does not exceed more than Rs. 3000/- per annum for an average family.

### **Liabilities**

Most of the tribal families were on debt during the last few years and they are not bothering much to clear the liabilities. During the year 1988 only

12% of the families has not been involved in any debt or liabilities. Others are having debt on various rates of interest.

The details of debt or loan availed during the year 1983 and 1988 are in Table 3.

TABLE 3

**Debt/Amount of loan availed from private money lenders and from other agencies**

<i>Amount</i>	<i>1983 (number)</i>	<i>Percentage of families</i>	<i>1988 (number)</i>	<i>Percentage of families</i>
Nil	—	—	21	12.00
Up'o Rs. 500/-	87	55	10	5.71
Rs. 501-1000	13	8	29	16.57
Rs. 1001-2000	28	18	38	21.71
Rs. 2001-3000	24	15	24	13.71
Rs. 3001-4000	6	4	18	10.29
Rs. 4001-5000	—	—	4	8.00
Rs. 5001-6000	—	—	9	5.14
Rs. 6001-7000	—	—	6	3.43
Rs. 7001-8000	—	—	4	2.29
Rs. 8001-9000	—	—	2	1.14

Most of the households have availed loans from various agencies like Girijan Service Co-operative Society, Indian Overseas Bank and Tribal Welfare Department for goat rearing, crop production etc.

**Money saving through thrift habit programme**

Family income is that stream of money, goods services and satisfactions that come under the control of the family to be used by them to satisfy the needs and desires and to discharge obligations. The role of money is strategic as families make their daily financial decisions. Money performs a number of functions. One of the functions is that it provides a basis for value comparisons. It also serves as a mechanism for exchanges with the general economy. Another one is that it can be held on chains against resource needs in the future. It provides a machanism for making interchanges and transfers with Government institutions, private groups and individuals.

In view of this we have started a thrift habit programme among Kanikkar housewives to find out their ability and interest to save money. The programme was started since November 1984 among ten housewives and found it to be encouraging. So the programme was extended among more housewives and it is still being continued.

Sealed coin boxes with coin slits were given to Kanikkar housewives and they were directed to put their small savings into it. Monthly savings were collected and deposited in the local bank at Amboori in the name of each house wife.

The Table 4 gives the details of housewives provided with saving boxes and number of housewives who started accounts in the local bank in each hamlet.

TABLE 4

**Number of housewives started thrift habit programme**

<i>Name of settlement</i>	<i>No. of housewives provided with saving boxes</i>	<i>Number started account</i>
1. Karikuzhy	7	3
2. Sankinkonam	8	5
3. Kunnathumala	15	12
4. Puravimala	30	20
5. Chakkappara	40	15
<b>Total</b>	<b>100</b>	<b>55</b>

Among 100 sample population, 55 housewives started accounts in the bank. They have started in different periods of the year. The encouragement created among housewives is thus 55%. The reasons for not starting safe bank deposits according to them were (1) not interested in dealing with bank (2) the amount saved is to be spent by themselves by opening the box (3) many of them are interested in chitty/Kuri a system of deposits and saving encouraged by lots and auction.

Details of saving from August to December 1988 are furnished in Table 5.

TABLE 5

**Details of saving**

<i>Month</i>	<i>Total account holders</i>	<i>Number of depositors</i>	<i>Saving</i>
August 1988	27	27	482
September 1988	42	28	751
October 1988	46	26	803
November 1988	49	27	1050
December 1988	55	32	908
<b>Total</b>			<b>3994</b>

The period of saving during the period under study is found to be November 1988 (Table 5). Among the total account holders 50% of depositors having saving in every month.

Number of housewives having savings for a period of 5 months from August 1988 to December 1988 is given in the Table 6.

TABLE 6

**Number of housewives having savings**

<i>Particular amount in range</i>	<i>Number of housewives</i>
Below Rs. 50/-	28
Rs. 50-100	18
Rs. 100-150	3
Rs. 150-200	3
Rs. 200-250	4
Above 250	1

The programme was very much motivating and encouraging among Kanikkar housewives. An amount of Rs. 3994/- has been saved by them within a period of 5 months. Thus it can be found that it is already a great success because this amount can serve to satisfy their immediate needs.

**Conclusion**

The results of the study indicated a favourable impact of Tribal Area Research Centre on the socio-economic and health status of Kanikkar tribals. The health status of tribal people are showing signs of improvement. The literacy of the Kanikkar tribals has shown an increasing trend, the percentage increase being 12.7. The same trend has been observed in all other age levels. Similarly the economic status of the tribal people increased considerably and the introduction of thrift habit programme developed a saving mentality in the tribal people especially among women which helped to increase their economic status.□

**References**

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# Adult Education News

## West Zone Conference on Adult Education

The West Zone Conference on Adult Education was organised as a part of the Golden Jubilee Celebrations by the Indian Adult Education Association in collaboration with Department of Adult and Continuing Education, Bhavnagar University, Bhavnagar, Gujarat on October 14-15, 1989.

Inaugurating it, the Minister of State for Education, Dr. (Smt.) Sushilaben Sheth stressed the need to eradicate illiteracy with the help of the youth. She appealed to the participants to prepare an action plan and implement the same immediately.

Shri Digant Oza, MLA and Member of the State Educational Advisory Council highlighted the importance of literacy in the development of a nation. Shri Oza suggested that youth should be involved actively in promoting literacy and for that they should be given suitable incentives. The youth should be trained to work with missionary zeal for promoting literacy.

Prof RS Trivedi, first Vice-Chancellor of Bhavnagar University and Chairman, Gujarat Higher Secondary Education Board highlighted the need of promoting research in adult education. According to him, adult education work should involve all people including the teachers, students and non-student youth.

Prof. Nanubhai Joshi, Vice-President, Indian Adult Education Association and President of the West Zone who presided over the inaugural function outlined the sub-themes of the conference. He also apprised the participants about the work done by the IAEA to promote adult education in the country.

Earlier, Prof. J. K. Rao, Acting Vice-Chancellor of Bhavnagar University extended a warm welcome to the chief guest and other delegates. Shri D. A. Vaishnav, Registrar, Bhavnagar University proposed a vote of thanks.

In the plenary session, Dr. V. Venkata Seshaiiah, Additional Director, Directorate of Adult Education, Government of India, presented a model of implementation of MPFL as a part of National Literacy Mission. He highlighted the role of different agencies, viz. voluntary agencies, panchayats, youth mandals, mahila mandals, universities, educational institutions,

NYKs in the mass mobilization for the spread of literacy. He showed various transparencies prepared on the subject.

Prof. B.B. Mohanty, Treasurer, IAEA and Head of the Department of Audio-Visual Communication, Indian Institute of Mass Communication, New Delhi highlighted the inadequacy of the present day mass media in India. He emphasised the need to use traditional media like street plays, dramas, garbas, folk songs which were very effective in motivating and creating awareness.

Shri J.C. Saxena, Hony. General Secretary, IAEA presented the working paper in which he drew attention to the present state of illiteracy in the West Zone. He discussed the problems faced by the field agencies, problems of learner's motivation, adult education functionaries and the present day training programmes. He also stressed the need for women's literacy as they constitute 63 per cent of total illiterates in the country.

The Conference appreciated the role of universities in National Literacy Mission. It stressed the need of participation of students and teachers in NLM but at the same time it felt that some incentives were necessary to get active involvement of the students and the teachers. The Conference appreciated the importance of the voluntary organisations and considered their involvement essential for the success of NLM.

The Conference felt that literacy should be linked with the development programmes and the vocation pursued by the adult learners. It appreciated the programme of Jan Shikshan Nilayams but considered the norms prescribed by the NLM for JSN as inadequate and ineffective. For the convenience of the people, specially females, the JSN should be set-up in each village.

Prof. Nanubhai Joshi in his concluding remarks pointed to the existence of dualistic society and stressed the need of bridging the gap between the 'haves' and 'havenots'.

Dr. IP Maiyani, Assistant Director, Department of Adult and Continuing Education, Bhavnagar University and convener of the Conference expressed his gratitude to the guests and about 100 delegates from Gujarat, Maharashtra and Rajasthan.

Special event of the Conference was the presentation of Sanman Patra to the DAEO, Bhavnagar, Dr. Nalin Pandit as a token of recognition for his dedicated service in making 46 villages of Bhavnagar District totally literate. Smt. Ramaben Dixit, Planning Officer, Shri Dharmesh Mehta, Project Officer and Shri Kantibhai Bhatti, Asstt. Planning Officer received honourable mentions.

Another important event of West Zone Conference was the revival of the Gujarat State Council for Adult and Continuing Education. Prof. Nanubhai Joshi was elected its President and Dr. Ansuyaben Sheth of the South Gujarat University as its Secretary General. Dr. IP Maiyani of Bhavnagar University, Dr. Rameben Desai, Director, SRC, Gujarat Vidya-peeth, Ahmedabad, Dr. Malti Chakravorty of Boroda University, Shri Ramubhai Patel and Shri Prakash Sharma were elected Vice-Presidents. Shri B. Natrajan, Shri Narendra Lakhtaria and Shri Munsukbhai Salla were elected Joint Secretaries.

### **Awareness Camp for Women**

The Indian Adult Education Association (IAEA) in cooperation with the Central Social Welfare Board, organised an 8-day Awareness Camp for Women in Trilokpuri (trans-Yamuna resettlement colony), Delhi on November 3-11, 1989.

The broad objectives were (a) to provide knowledge of the socio-economic problems of the women (b) to give technical information on topics ranging from legislation to health and hygiene; and (c) to organise women towards development and against injustice.

Inaugurating it, Shri J.C. Saxena, Honorary General Secretary, I.A.E.A. said that half of the Indian population is women, but their level of awareness is not as that of men. He said that women should be provided the knowledge and awareness about the things happening around them so that they become active partners in decision making and development of the country.

The subjects covered in the camp included status of women in home and society, violence against women, important laws for women, unequal access to women in health services, food production, technology, food and nutrition, importance of balanced diet for women, development of body, bad effects of drugs and alcohol, reproduction awareness and birth control methods, population problems in India, first aid, major communicable diseases, water borne diseases, personal hygiene, how to form cooperative-Society opportunities for income-generation etc.

Among the resource persons were Dr. (Smt.) Sharda Jain, Sewa Gram Vikas Sansthan, and former Principal, Janaki Devi Mahavidyala, New Delhi, Dr. Diwakar Sukul, Association of Social Hygiene in India, New Delhi, Dr. Gayanandra, Family Planning Association of India, New Delhi, Mrs. M.M. Vaid, National Cooperative Union of India, New Delhi, Dr. Ajay Khera, and Dr. D.K. Taneja of Maulana Azad Medical College, New Delhi and Shri J.L. Sachdeva, Director, IAEA, New Delhi.

25 women in the age-group 15-40 attended. They were selected after a

random survey of over 100 families of the area.

The Association will be organising the second 8-day camp in another re-settlement colony in January next.

### **Mohan Sinha Mehta Research Fellowship**

Two adult educators from Gujarat and Rajasthan have been selected for Mohan Sinha Mehta Research Fellowship for the year 1989.

Smt. Nayana P. Shah of Ahmedabad Women's Action Group has been awarded Fellowship for her study "An experiment in rapid literacy to circumvent discontinuity of learners in adult education programme".

Shri Gulab Ram Pandya, Project Officer, Adult Education, Udaipur got the Fellowship for his study "Sakashr Mahila Ke Dayativ Nirwahan Ka Adhyan" (A study on use of literacy skill by literate women).

Dr. N.Y. Gyantonde of Bombay and Dr. V. Reghu of Trivandrum, Kerala, are the recipients of this Fellowship in the earlier years instituted by the Indian Adult Education Association.

### **Plea to Shift Focus from Arms to Literacy**

A week-long conference of the International Task Force on Literacy (ITFL) which ended in Surajkund (Haryana) on October 7, 1989 has called upon the world Governments for shifting the resources from military expenditure to literacy and adult education programmes.

The conference has also suggested full involvement of the media in order to tackle the illiteracy problem, particularly, among women in the developing world.

The conference, which was attended by 70 representatives of various voluntary and United Nations organisations, chalked out literacy action programmes from the beginning of 1990, which has been declared as the International Literacy Year.

The participants said that, since 70 per cent of the illiterates were women, the action plans will focus on the need to stop the "current decline" in funding women's literacy programmes.

They said the action plans should also lay special emphasis on the South-Asian region because of the largest concentration of illiterates there.

The I.T.F.L. proposes to launch a worldwide literacy campaign, "Book Voyage" on January 12, next year. Dr. Budd Hall Secretary-General, International Council for Adult Education said that an empty book would be sent from one village to another all over the world in which a message would be written by the villagers concerned in the local language. This

mammoth collection of messages would be published in the original hand writing by the United Nations on December 10, 1990. The "Book Voyage" envisages to create awareness among the people to impart literacy.

Addressing the delegates on October 2, 1989, Mr. Sam Pitroda, Adviser to the Prime Minister on Technology Missions, expressed his concern at the serious setback to the "Literacy for the decade" mission in India and called for corrective action to overcome several constraints, including the resource crunch that has hit the mission.

Mr. Pitroda expressed frustration with the literacy debate. He found that all discussions on literacy had the same faces, thereby making it a situation where the "preacher is preaching to the priest". He said that more needed to be achieved 'vertically' rather than 'horizontally'. So far he has not been able to sell literacy as a process as it suffered from extreme compartmentalisation.

According to Mr. Pitroda, though there was much talk of a mass movement in literacy, "we have yet to see a movement of some sort".

"How do we create a mass movement in literacy? If we do not achieve our literacy goals in the next 10 years, we may never achieve them".

Though the process of urbanisation and modernisation has been expedited, literacy has failed to keep pace with it. Pitroda felt that "in an urban environment, the selling of literacy is simplified."

Resources like money, manpower and management were not being put to use where most needed, he said. All these hurdles will have to be overcome if the national literacy mission is to succeed.

Bihar, Rajasthan, M.P. and U.P. are "sick" States as far as the literacy mission goes and Mr. Pitroda felt that if these States, particularly Bihar, could be made to show good results, 80 per cent of the nation's literacy problem would be solved. The question of literacy is particularly worrisome as the field is very large and the mission directors have yet to feel the pulse of the situation in order to find out what is actually happening.

Earlier, Smt. Lalita Ramdas, Coordinator, ITFL, South Asia office welcomed the chief guest and the participants. Shri J.C. Saxena, General Secretary, IAEA, proposed a vote of thanks.

The I.T.F.L. India Office, has planned literacy programmes through serials on TV and Radio, seminars, exhibitions, rallies and teachers training programmes in the next year.

#### **The Challenge : International Literacy Year News**

The Challenge : International Literacy Year News, published by Unesco report on ILY activities organised by Member States, non-governmental

organisations, and United Nations and inter-governmental bodies and contains facts, figures and general news items on literacy. It will appear three times during 1989, four times in 1990 and twice in 1991.

Copies can be had from the Editor, The Challenge, ILY News, Unesco, 7 Place De Fontenoy, 75700 Paris, France.

### **Unesco International Literacy Prizes**

Educational organisations and institutions in Jamaica, Nigeria, Indonesia and Mauritania have won the 1989 International Literacy Prizes, awarded annually by Unesco.

The Nadezhda Krupskaya Prize (5,000 Roubles) has been awarded to the Jamaican Movement for the Advancement of Literacy, better known as Jamal. The movement was established in 1972 with the three-fold aim of providing literacy and basic occupational skills training for non-literates aged 15 years and over, ensuring regular school attendance by school-age children, and preventing relapse into illiteracy through the provision of follow-up literature. In 15 years, Jamal has made almost a quarter of a million persons literate, and the illiteracy rate was brought down from between 40 and 50 per cent in 1970 to 18 per cent in 1987.

The International Reading Association Literacy Award (US Dollars 5,000) went to the Adult Education Department of the University of Ibadan in Nigeria, which has consistently worked to promote literacy, functional literacy, and continuing education. Some 1,500 students have attended the courses and special training programmes offered by the Department, which has supplied the country with its Education Extension workers, playing a pioneer role in rural areas.

A programme to eradicate illiteracy among inmates of Indonesian prisons, carried out by the country's Directorate of Community Education, received the Noma Prize (US Dollars 5,000). An outstanding example of the Directorate's work has been the programme conducted since 1977 in a prison in central Java. The aim was to provide literacy, post literacy and income-generating skills, and more specifically, to help prisoners to regain their proper place in their communities. Between 1977 and 1989, a total of 1,344 prisoners benefited from the programme, which has been extended to other prisons across the country, involving more than eight thousand prisoners.

The fourth award, the IRAQ Literacy Prize (US Dollars 10,000), was granted by the jury to the Mauritanian Secretariat of State for Literacy and Origin-oriented Education, whose originality and merit lie in the will to draw upon the traditional cultural heritage of Muritanian society through the use of traditional schools or madrasas : between 1986 and 1988 a total

of over one hundred thousand persons, approximately half of them women were made literate. In addition, functional literacy centres concerned with agriculture, animal husbandry and crafts have been set up throughout the country.

Institutions and Associations in five other countries received honourable mention. They are the National Literacy Institute of Burkina Faso, the Colombian Association, "Dimension Educativa", the Pakistan Girl Guides Association, the Somali Institute of Women's Education and Thailand's Border Police Patrol Schools.

#### **World Conference on Education for All**

The World Conference on Education for All being organized by Unesco, Unicef, UNDP and the World Bank in Bangkok (Thailand) in next March will unite some 1,500 participants to discuss the general theme of "Meeting Basic Learning Needs."

To mobilise the International Community' another nine regional meetings are planned before the end of the year for Europe (Strasbourg, France, October 30-31), North America (Boston, USA November 6-7), the Arab region (Aman, Jordan, November 6-7), Southern and East Africa (Nairobi, Kenya, November 21-24), the Caribbean (Kingston, Jamaica, November 22-24), West and Central Africa (Dakar, Senegal, November 27-30), Latin America (Quito, Ecuador, November 28-December 1,) East Asia (Manila, Philippines, December 4-6), South Asia, (Dacca, Bangladesh, December 9-11).

#### **ALBSU Newsletter**

The ALBSU Newsletter is, a quarterly published by the Adult Literacy and Basic Unit, Kingsbourne House, Holborn, London. Copies are available free of cost to organisations and individuals. The Newsletter entertains articles of interest to those teaching in adult literacy, as second language and basic skills.

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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 Literacy 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.