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- **Total Literacy Campaign : Resource Mobilisation**
- **Total Literacy in the context of Education for All**
- **Literacy Campaign in India**
- **Managing the Total Literacy Campaign**
- **Training of Total Literacy Campaign Functionaries**



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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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## **Editorial**

India has made considerable progress towards universalisation of primary education and has crossed the mid-way mark of 50 per cent as far as achievement in literacy is concerned. Yet it has the dubious distinction of having the largest number of illiterates in the world. After 46 years of independence, we are still lagging behind by 33 years as far as the target of universal primary education is concerned. The data provided by the Ministry of Human Resource Development reveal that though there has been considerable expansion in the infrastructural facilities, the goal of providing basic education to all has remained elusive. Equally disquieting is the higher percentage of school dropouts. About 48 per cent of children enrolling for class-I drop out before reaching class-V, and are added to the unlettered mass. It is higher among girls - 49.69 per cent at the primary and 68.31 per cent at the upper primary level.

It is needless to emphasise that literacy and education are fundamental human rights, and have a vital role to play in social change and economic development. India can not afford to fail any longer in this field.

The Jomtien Conference on Education for All, held in March 1990, had sounded a note of optimism, because the world is at the threshold of a new century, with all its promises and possibilities.

It felt that there is real progress toward peaceful detente and greater cooperation among nations. There is a realisation about the essential rights and capabilities of women. Together with an increasing number of scientific and cultural developments, there is a vast quantity of information available in the world, and much of it is relevant to survival and basic well-being of mankind. Thus the Conference observed: "These new forces, when combined with the experience of reform, innovation, research and the remarkable educational progress of many countries, make the goal of basic education of all - for the first time in history - an attainable goal."

**M. S. Talawar**

## **Total Literacy Campaign : Resource Mobilisation with reference to Karnataka State**

### **INTRODUCTION**

Efforts are being made at the national level to eradicate adult illiteracy through various mass programmes. Total literacy campaign (TLC) is one among them. The overall meaning of TLC can be said as follows :

"TLC is a programme that covers all illiterates in the area for promoting literacy to bring the intellectual change among the beneficiaries of the programme". The success of TLC's depends on many factors and more so on the way how we effectively mobilise the resources - both men and material.

### **Total Literacy campaign in Karnataka**

Over the last two to three years a significant development has taken place in making literacy a people's movement. The experience of Karnataka during the twenty block literacy campaign launched in 1989-90 has been germinal to the evolution of the Total Literacy Campaign (TLC) strategy. This early initiative gave important insights into the management, motivation, Training and Teaching - Learning strategy.

Coupled with a major environment building and motivation initiative launched by the Bharat Gyan Samiti in October, November 1990, Karnataka one of the first states in the country to take-up comprehensive programmes for total literacy : Beginning with districts of Bijapur and Dakshina Kannada in 1990, the TLC' have since expanded to Shimoga, Bidar, Raichur, Tumkur, Mandya and more recently to Dharwad and Mysore. Comprehensive programmes for post literacy have since also been started in Dakshina Kannada, Bijapur, Mandya, Shimoga and Raichur.

Acknowledging the TLC strategy as the principal strategy for eradication of illiteracy, the Govt. of Karnataka has taken a decision to discontinue the traditional

remuneration based programme implemented through RFLP with central assistance and 'Akshara Deepa' from the state plan. This decision was taken in order to channelise all efforts and energies of the state towards the successful implementation of TLC's. Keeping in view the past experience of TLC in the state as also the prevalent literacy rates and existing primary school infrastructure, Karnataka has been classified by Govt. of India as category 'A' state for full TLC coverage by 1994-95.

### **ONGOING TLC's REVIEW**

Total Literacy campaigns are characterised by the large scale involvement of people who come forward to take the responsibility for eradication of illiteracy within a specified area in a time bound manner. A multifaceted media campaign is launched to mobilise persons from all walks of life and constitute participatory committees at all levels to enlist people's support. Simultaneous attention is paid to the training of a volunteer cadre to motivate them to participate in the programme, upgrade their capabilities for teaching learning transaction, and ensure that all learners participating in the programme achieve a minimum pre-determined level of literacy. This is followed up by a comprehensive programme of post literacy and continuing education.

An appraisal of the strengths and weakness of the on going TLC's is made in 6 districts with a view to identifying the main areas where remedial action is to be taken. A model appraisal programme of a district is given below for the ready reference :

### **DISTRICTS : BIJAPUR**

#### **STRENGTHS**

- \* Committed district administration : good co-operation between revenue and education departments.
- \* Existence of Mahila Samakhya ; full involvement of Mahila Samakhya workers gave a focus to literacy for women.
- \* Good mobilisation effort : Rich cultural heritage; Bayalata (street theatre) Geegipada - used to disseminate messages on literacy, UPE, Women's equality etc.
- \* Initial momentum good due to tight campaign schedule.
- \* Good monitoring system - theoretically
- \* Good urdu teaching campaign.

## **WEAKNESSES**

- \* Weak infrastructure; Geographically the largest district in the state, scattered villages; backward region (educationally and economically); large arid tracts; problems of migration.
- \* Inadequate understanding of IPCL approach; reflected in lack of emphasis on "Mastery" over preceding units before moving on to next.
- \* Poor training - refresher training not imparted: only one time effort.
- \* Inadequate management system : Accurate data of number of persons enrolled not available.□
- \* Large number of illiterate persons left out of TLC : Massive mapping up TLC programme in PL phase.
- \* Systematic evaluation of learness achievement is not undertaken.
- \* Time lag between TLC and start of PL/CE due to transfer of senior officials in the district.
- \* People's committee at various levels not adequately involved/activated.

## **REVIEW AND ANALYSIS**

A review of the ongoing programme would indicate that TLC's can be implemented only through a determined effort of all sections of the society. It is not the safe responsibility of one department of the Central Govt. or State Govt, nor of Govt. alone, or even of Govt. and voluntary agencies. It can succeed only with the active participation of all sections of the society, including people's representatives, educationists, social leaders, women activists and media persons.

A strong political will is essential for the success of the campaign. Translated into programme specifics, this would imply that all relevant and important political leaders publically commit themselves to support the programme, and also make gestures of personal involvement, which would include participation in Jathas, pad-yatras, inaugural functions, visiting learning centres, training sessions etc. However, evidence of political will must manifest itself in deeper forms. Mobilising political and public goodwill without partisan considerations would promote a commitment which permeates all levels of the political structure and guarantee success of the programme.

There is need for a saturation environment building and mobilization i.e. no member of the society, whether literate or illiterate should be able to escape the impact of the environment building campaign. In most TLC's, the initial wave of environment building has been intense, and there has been a large learner and volunteer turnout. However, sustained environment building and mobilisation should result in the formation of people's committees at all levels, which would

intervene to enlist people's support. Failure to sufficiently enthuse people's committee and attract the attention of the large mass of people has been the main reason for the lack of success of many literacy programmes.

Training has hitherto been the weakest link of all TLC's. Regretfully, there is still inadequate clarity about the training strategy and curriculum. All TLC's are using primers based on the improved pace and content of learning (IPCL) pedagogy. Yet the manner and process of transacting the lesson units, drills, exercises and tests provided in the primers to sustain learner motivation and inspire confidence among the learners for further learning is not adequately focused during the training sessions.

Of even greater concern to the lack of clarity on the logistics of organising training programme for volunteers to transact the two different primers, separately for adults and children, and to monitor the learning progress in respect of every learner of the two groups separately.

The management system for a TLC is a unique system resting on a 3-pillarod participatory structure of people's committees, fulltime workers and Govt. staff at all levels. However, the process of making this structure work in tandem is complex. This process must concentrate on making all persons - especially people's representatives, NGO groups, media people, educationists feel valued, and simultaneously concentrate on building a self reliant second line management consisting of representatives of all these groups for the TLC at all levels.

This brings us to the issues of TLC managers - namely the Deputy Commissioners and Chief Secretaries of Zilla Parishad. It is found that wherever there has been stability in the tenure of these two powerful officers, the campaign has been fairly successful. Barring a few exceptions, most TLC's which have had a change in the district administration leadership have failed to come up to the expected levels. This is because the TLC is a massive one-time effort. Initiating a TLC requires a certain emotional commitment in the part of the DCS/CSs. New incumbents must necessarily be given a certain amount of learning time, and yet the clock starts ticking on this one-time activity with the initial mobilisation spurt. Failure to abide by the campaign schedule, consequent on change of DSs/CSs, especially in the context of weak second line management, now\*had a detrimental effect on most TLCs.

Two other points need emphasis, viz linkage with universal primary education, and development departments.

The focus of all TLCs has been on women. it has been often said that a literate and educated mother would invariably send her children - girls and boys - to school.

TLCs in a number of districts have resulted in the demand from mothers for improved education for their children. Thus, TLC efforts must go hand in hand with efforts at improving access to and quality of primary education and universal literacy that the state can expect to reach a level of 65-70% literacy.

Co-ordination with development departments at the field level assumes special significance. The TLC strategy gives enough flexibility for the Zilla Saksharata Samiti to identify their thrust areas which can be dovetailed with the TLCs. In Shimoga special emphasis was given to immunization ; Tumkur has taken on a programme of Akshar Kalpavraksha and in the new TLCs of Mysore and Dharwad special focus is being given to programmes of health and sanitation. These are few examples which may not adequately bring out the enormous scope of this confluence. There continues to be need for greater co-ordination for utilization of its full potential - ranging from construction of class rooms or hand pump repair/maintenance through people's group and community support. Moreover, this confluence of effort would have to be continued throughout the PL/CE stage, with the same zeal, commitment and determination.

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**G. Vidya Sagar Reddy  
T. Subbi Reddy**

## **Impact of Adult Education Programme on Learners in Anantapur District**

This paper attempts to evaluate the management and the impact of Adult Education Programme on Learners. For a detailed investigation and analysis of Anantapur district, one of the advanced districts in the implementation of Adult Education Programme in Rayalaseema region of Andhra Pradesh, was selected for the study.

The concept of Adult Education has been considered as a means of bringing about the changes in the knowledge, skills, attitudes and behaviour of the rural adults. The scope of it is wide and is somewhat different from the formal system of education.

The Adult Education Programme in Anantapur district has been implemented by three agencies such as the Government (Tadipatri, Kadiri and Kanekal), the University located in the district and the Voluntary Organisations (Sevamandir and Sree Veerabrahmam Educational Society). The total enrolment of learners by all the agencies accounted 39,313. The University located in the district enrolled 1,413 learners. These learners were enrolled in 45 centres.

The organisational pattern of the agencies involved in Adult Education Programme in the district consisted of National Service Scheme (NSS), Students, Youth and Mahila Mandals. In the district, the first Rural Functional Literacy Programme was started with 300 Adult Education Centres. At present 39 Jana Sikshana Nilayams are being run under this project. Each project had 10 supervisors and 30 Adult Education Centres under each supervisor.

Under the Area Development Approach, University Grants Commission sanctioned to the University, 200 Adult Education Centres, 3 Continuing Education Programmes, 15 Population Education Clubs and 2 Jana Sikshana Nilayams.

The centres were located at instructor's houses, schools, open places, varandas, panchayat offices etc. The location analysis reveals 20.59 per cent in schools, 8.82 per cent in temples, instructor's houses represent highest proportion of 58.82 per cent.

In the present study out of the total 1,413 learners, 204 learners were selected for detailed analysis drawn from 34 centres. Of them, 73.04 per cent of the learners

were female while the rest 26.96 were male. A majority of 53.43 per cent of the learners expressed their views that they have come to know about Adult Education Programme through the instructors in the centres. 14.22 per cent of the learners have the source of information about this programme through their elders in the family.

The instructors have played a major role in enrolling the adults to join which represents 59.31 per cent, supervisors 12.75 per cent, elders in the family 11.28 per cent, village leaders 5.88 per cent and others 5.39 per cent.

The analysis of motivating factors reveals that out of the 204 learners, 179 learners representing 87.75 per cent expressed to learn to read and to write. The other factors were to learn the subject matter taught in the centres and to gain knowledge about diseases.

The social and recreational factors also contributed for their joining. Accordingly, 81.86 per cent of the learners have expressed their zeal to increase their awareness, 86.76 per cent desired to acquire better status in the society by way of knowledge gained through the programme. It is surprising to note that 63.24 per cent expected to attain higher standard of living and 75.49 per cent were interested to become culturally aware. (Table 1)

The examination of advantages gained by Adult Education reveals several interesting factors. The variables analysed are its use in agricultural works, professional efficiency, developing better health, domestic affairs, knowing credit facilities and knowing different types of saving schemes. 77.94 per cent of the respondents responded that the Adult Education is not so useful in agricultural works. 82.35 per cent gained from the informal education in improving professional efficiency. The education helped them to inculcate good habits and maintenance of better health accounting 99.51 per cent. The knowledge so acquired helped them to improve domestic affairs (99.20 per cent). Same trend is observed with regard to credit facilities and different types of savings (Table-2).

Respondents to the extent of 69.61 per cent were satisfied with the teaching methods followed by the instructors, and also with the writing materials supplied. 98.53 per cent expressed positively with the provision of reading materials, 75.98 per cent expressed that centres were conveniently located. Of them, the majority of the respondents were satisfied with the lighting facility. Regarding timings for conducting of classes, majority of them were contended.

In a month, the learners to the extent of 41 per cent attended the centres between 15 to 16 days. Probing into reasons for irregular attendance among the learners reveals that 89.71 per cent of learners were busy in their houses, and 62.75 per cent were irregular because they were tired after day's hard work. Other reasons

for not attending are unsuitable timings, shyness to attend due to old age, while in some cases the family members did not allow them to attend.

The awareness of the learners was examined in terms of social, recreational factors, economic awareness, educational awareness, awareness about health and sanitation, political awareness, adoption of family planning, awareness about the public distribution system.

After attending the classes, 65.69 per cent have experienced an increase in their social status. 77.45 per cent learners have stated that the awareness of social welfare activities has raised a lot after attending the centre. 89.22 per cent have gained how best the leisure time can be used. 81.37 per cent of the respondents know the exact marriage age for men and women. The impact was also very positive because they learnt much about the family planning methods like vasectomy and tubectomy. (Table-3) The knowledge acquired by attending centres has been very appreciable as they learnt in economic use of money representing 80.39 per cent of the learners. Nearly 71 per cent of the learners came to know about different credit and subsidy facilities available for rural people. Accordingly some of them have availed themselves of such facilities.

The respondents have realised the necessity and influence of education and its use for the development of their children. 80.39 per cent of the respondents could learn the affixing of signature only after attending the programme. Still there were people to the extent of 7.84 per cent who did not know how to affix their signature. Because the learners associations with the centres they learned how to read the sign boards. The awareness about the health and sanitation was impressive and as such they could know about cleanliness in various aspects of their daily life. The awareness about it, represents 57.84 per cent, about the diseases 73.53 per cent. With regard to the knowledge of nutritious food 87.75 per cent of the learners came to know about the various food items which have nutritious value. (Table 4 and 5).

Regarding political awareness, 71.08 per cent of the learners came to know about the country, state, mandal, boundaries and their administrative matters. Knowledge about political parties is known by 52.95 per cent (Table 6). 8.86 per cent of the respondents out of 158 married-learners observed to have adopted family planning after attending the education. 58.86 per cent have not yet adopted family planning even after they were taught about its importance at the centres. It was astonishing to know that 32.28 per cent of the learners have already adopted the family planning even before attending the centre.

Public distribution system has gained momentum during these days. It is clear from the Table 7 that majority of the learners i.e., 175 out of 204 representing 85.78 per cent knew the public distribution system before attending the centre and 29

learners (14.22 per cent) could know after attending the centre (Table 7).

Thus, it can be inferred from the study that there is a stupendous impact on learners' day-to-day activities and also on their exposure to various socio-economic and political affairs.

**TABLE 1**  
**MOTIVATING FACTORS TOWARDS ADULT EDUCATION**

Sl. No.	Statements	Opinion		Total
		Yes	No	
1.	To learn to read and write	179 (87.75)	25 (12.25)	204 (100)
2.	To learn the subject matter taught in the centre	201 (98.53)	3 (1.47)	204 (100)
3.	To gain knowledge about diseases	150 (73.53)	54 (26.47)	204 (100)
4.	To increase social awareness	167 (81.86)	37 (18.14)	204 (100)
5.	To acquire better status in the society	177 (86.76)	27 (13.24)	204 (100)
6.	To learn proper utilisation of leisure time	183 (89.71)	21 (10.29)	204 (100)
7.	To learn to raise the standard of living	129 (63.24)	75 (36.76)	204 (100)
8.	To become culturally aware	154 (75.49)	50 (24.51)	204 (100)

Note : Figures in parenthesis indicate the percentages

**TABLE 2**

**USES OF ADULT EDUCATION AS EXPRESSED BY LEARNERS**

Sl No.	Statements	Opinion		Total
		Yes	No	
1.	Helps in agricultural works	45 (22.06)	159 (77.94)	204 (100)
2.	Helps in professional efficiency	168 (82.35)	36 (17.65)	204 (100)
3.	Helps to develop better health	203 (99.51)	1 (0.48)	204 (100)
4.	Helps in domestic affairs	184 (90.20)	20 (9.80)	204 (100)
5.	Helps to know credit facilities	161 (78.92)	43 (21.08)	204 (100)
6.	Helps to know different types of savings	158 (77.45)	46 (22.55)	204 (100)

Note : Figures in parenthesis indicate the percentages

**TABLE 3**

**AWARENESS OF LEARNERS ON SOCIAL AND RECREATIONAL FACTORS**

Sl. No.	Statements	Awareness		No Knowledge	No	Total
		Before	After			
1.	Status in society	27 (13.23)	134 (65.69)	--	43 (21.08)	204 (100)
2.	Knowledge about social welfare activities	1 (0.49)	158 (77.45)	44 (21.57)	1 (0.49)	204 (100)
3.	Proper utilisation of leisure time	21 (10.29)	182 (89.22)	1 (0.49)	--	204 (100)
4.	About the marriage age	38 (18.63)	166 (81.37)	---	---	204 (100)
5.	Knowledge about family planning	83 (40.69)	97 (47.55)	24 (11.76)	--	204 (100)

Note : Figures in parenthesis indicate the percentages

**TABLE 4**  
**EDUCATIONAL AWARENESS AMONG LEARNERS**

Sl. No.	Statements	Awareness		No Knowledge	No	Total
		Before	After			
1.	Realised the necessity and efficacy of education	76 (37.25)	128 (62.75)	--	--	204 (100)
2.	About the reservations	10 (4.90)	169 (82.84)	25 (12.26)	--	204 (100)
3.	About children's education	68 (33.33)	133 (65.20)	3 (1.47)	--	204 (100)
4.	To put signature	24 (11.77)	164 (80.39)	--	16 (7.84)	204 (100)
5.	To read sign boards	22 (10.79)	162 (79.41)	--	20 (9.80)	204 (100)

Note : Figure in parenthesis indicate percentages

**TABLE 5**

**AWARENESS ABOUT HEALTH AND SANITATION AMONG  
THE LEARNERS**

Sl. No.	Statements	Awareness		Total
		Before	After	
1.	Awareness about cleanliness	86 (42.16)	118 (57.84)	204 (100)
2.	Awareness about diseases	54 (26.47)	150 (73.53)	204 (100)
3.	Knowledge about nutritious food	25 (12.25)	179 (87.75)	204 (100)
4.	Knowledge about vaccination	83 (40.69)	121 (59.31)	204 (100)

Note : Figures in paranthesis indicate percentages.

**TABLE 6**  
**POLITICAL AWARENESS AMONG LEARNERS**

Sl. No.	Statements	Awareness		No Knowledge	Total
		Before	After		
1.	Knowledge about the Country/State/District/Mandal	30 (14.71)	145 (71.08)	29 (14.21)	204 (100)
2.	Knowledge about political parties	21 (10.29)	108 (52.95)	75 (36.76)	204 (100)
3.	Knowledge about symbols of political parties	26 (12.75)	150 (73.53)	28 (13.72)	204 (100)
4.	Knowledge about Cooperative Societies	30 (14.71)	137 (67.16)	37 (18.13)	204 (100)
5.	Knowledge about voting age	46 (22.55)	140 (68.63)	18 (8.32)	204 (100)

Note : Figures in parenthesis indicate the percentages

**TABLE 7**  
**AWARENESS ABOUT THE PUBLIC DISTRIBUTION SYSTEM**

Sl. No.	Statements	Awareness		Total
		Before	After	
1.	Know about the different products that are being sold in fair-price shops	175 (85.78)	29 (14.22)	204 (100)
2.	Know about the exact price of the products	98 (48.04)	106 (51.96)	204 (100)
3.	Knowledge about the Janatha Cloth that are being sold at fair-price shops	103 (50.49)	101 (49.51)	204 (100)
4.	Know the products will be given to ration card holders	159 (77.94)	45 (22.06)	204 (100)

Note : Figures in parenthesis indicate the percentages

D.P. Mukherjee

## **Cybernetic Andragogy : Educating Homo Erectus to be Homo Politicus**

In India, attempt is being made to bring the million of illiterate adults, who constitute more than half of the total population even in the nineties, under the parasol of functional literacy and thereby to make them instrumental to social change. The task is no doubt enormous, and so a multi-pronged programme have been initiated to attack the problem at its grass-root level. A lot of institutions and organisations both voluntary and state level are entrusted with the task of adult education. Of course, it is difficult to prescribe any uniform and structured methodology for all such institutions in such a vast country and so the agencies are free to identify, try out and apply methods and techniques according to the needs, choices and socio-cultural peculiarities of the target clientele they serve.

In spite of the work models prescribed by the National Literacy Mission, and the rat race of the states to insert the names of their districts in the literacy map of the nation one by one, adult education is bound to remain patchy and inadequate so long as the programme is not interwoven with other strategies for economic and social development ensuring their conscious involvement as an agent of change. Hence is the search for further strategies in the line.

### **What is cybernetic andragogy ?**

Cybernetics is gradually becoming a science of organisms, a method of fundamental concrete training, it contributes to the solution of complex logistic problems arising from organization of learning conditions (Learning To Be. p.115)

Andragogy is being proposed by educationists to be the science of the training of man throughout his life and as such extended to a larger continuum. ( *ibid* p 16)

Cybernetics andragogy is the science behind the operation of institutions aiming at overall training of a person to be a Man by the adoption of a combination of multimedia and multiform strategies promoting continuing auto-education.

### **Socio-psychological bases of the Strategy**

Persons working in the field of adult education invariably experience the problem of motivation. It is difficult to answer in their language when they ask

'What is the use of our learning to read and write'. we can continue our elitist discussion on the topic for hours together but they remain completely outside the semantic space we are in. Let us consider the major components in the 'masses' : Paupers living on disposal of scrap materials; beggars; nothing-to-do persons; petty village smiths; roadside panwallah or sabjiwallah; grass-cutters; destitute women living on making and selling cowdung cakes; persons serving in shops, hotels, tea shops, restaurants etc; ematiated housewife of hand-to-mouth house-holder giving birth to a child each year — who may ask what is the meaning of the so-called 'education' to them.

Yet, paradox is that, it is 'education' which one needs to understand why education is a need for a 'Person' to be transformed into a 'Man'; to transform a Homo Erectus (simply a man distinct from an animal only because he can stand erect) to Homo Faver (a man who always search for concretization), then to Homo Sapiens (trying to seek abstraction) and finally to Homo Politicus (trying to search for freedom of his own and of his society and for ways to burst frontiers of bondage).

(Towards a new Technology of Education — Erika Landau)

We often say that through education we want (a) to make the world a better place to live in, and (b) to instil scientific knowledge and skills in a person for better functioning in his world of work. But how can this be done if there is no institutional infrastructure, no scientific survey of their life-needs which can be satisfied by some or other type of functional education, no linkage literacy programme and vocational technology, no multimedia exposures for conscientization of these mute masses of a silenced culture.

While framing a strategy one must be cautious of the trends of their socio-sphere, the socio dynamics of the interacting groups, and above all the psychology of the different groups as revealed in their expressions regarding the acceptance of newer knowledges, skills, values and approaches generating scope for newer avocations and employment.

## **Psycho-andragogical bases**

In cross-sectional study of a society we notice the Psycho-social trends of it, and the group psychology is often reflected in the behaviour of the persons within. But to observe the developmental trends of Homo Erectus to become Homo-politicus through practice of humanizing principles, one must observe the continuum extended from early childhood to adulthood and so on. Learning needs, learning behaviours and factors promoting learning undergo changes according to their age, economic status, cognitive, linguistic and social development, and particularly in

adults, job satisfaction.

In developed societies, auto-instructional strategies processed by gadget-technology is the core programme of cybernetic andragogy. In our society, in spite of the non-availability of gadgets and teaching machines we can make attempt to implement the process of cybernetic andragogy through multi-farious auto-instructional programmes supplemented by audio-visual teaching devices. Starting with the starters in literacy there should be one-year intensive programme to develop reading and writing competence along with Society-techniracy programmes. Afterwards, an integrated continuation programme for the neo-literates will follow.

**While developing a strategy-model to facilitate functional literacy, the following objectives may be kept in view :**

- 1) to locate interest areas of the adults of a particular locality in relation to their vocations and world of work.
- 2) to identify functional words, both structure-words (morphemes) and content words (lexemes) from the aforesaid areas which can generate conversation and dialogue and thereby lead to actions and reflections, i.e. Praxis.
- 3) to construct short and simple thematic episodes centering round the selected key-words, to initiate discussions in a group. These episodes be presented in a graded way to form a functional primer, which in turn, can be used by the instructors as well. They may start discussion on the topic and then focus learner's attention to the words presented in the episodes and meant for oral discussions as well as later-recognition.
- 4) to see, if some attempts are made to generate alternate occupation in the villages which can somehow or other motivate the adults towards economic rehabilitation and if literacy-methodology is developed by their activities, experiences, life needs and problems, it would be easier to impart literacy skills in them.
- 5) to develop a multi-faceted-action-curriculum in which literacy skills are simultaneously translated in attempts to solve some day-to-day problems related to life needs such as computation for keeping accounts, writing applications and filling up of application forms for getting loans from banks, cooperatives etc. reading newspapers and posters to keep abreast with the current technical know-hows of their vocation like agriculture, cottage-industries, small scale self-employment enterprise.

getting acquainted with the practice of savings with the postal savings banks services etc.; effective use of mass-media like listening of radio and TV programmes to decode the messages related to their functional world etc.

**To realise the objectives the following strategies may be adopted :**

- A. Organization of community centre in each slum or village or a worker's club in the industrial complex, (which may be an extension of the Jana Sikshan Nilayam or J.S.N.). Each and every village or slum has, to have a community centre of its own, and the worker's community employed by a mill owner or industrialist will organize a worker's club, the employer will extend all the facilities to it for the welfare of their worker. The Centre will be the local unit of the 'Panchayat' or the municipality. The Centre will run a library equipped with books for the neo-literates, Primers, maps of the village, Block, District and State. Small sized literatures on typical problems, charts and posters covering the aspects of employment generation, eradication of diseases, population education, child care, functioning of the Public enterprises as Post Office, Banks, Cooperatives etc. The Centre will extend assistance to those persons only who can seek help in writing and know the particulars regarding the kind of help he needs through reading the literatures, charts, posters. If one can not, he will be given three months, time within which he must acquire the minimum skill of reading and writing. This may serve the purpose of positive motivation.
- B. Literacy will start from these charts/posters which will present pictures and key words in short sentences describing them. It is needless to start reading and writing at the same time. The first and foremost thing of andragogy is to make the person speak of their own problems and experiences in clear utterances and involve them in dialogues seeking solutions. This group-interaction and group dynamics will be initiated and carefully conducted by the teacher. The teacher will show them the books, pamphlets, posters, booklets etc. where the informations are given. And if they are to know, they will have to learn to read.
- C. The teacher may start teaching of reading from words and not from letters. Words may denote names, concepts or ideas that occur frequently in their conversations. Frequent presentation of these words on Black-board, in word-charts, in captions of pictures depicting men in action, will be made. These words may called 'PRAXIS' elements. (Man's activity consists of actions and their reflections — this is Praxis. (P.Freire). When morphemes, and not mere letters, are selected, presented

and discussed which generate a theme that initiate brain–storming within the learners and demand reflection. Ultimately analysing the morpheme, one or more letters are focussed before the learners time and again, this approach may be called 'PRAXIS' approach. the word is termed as PRAXIS. A full sentence or an episode consisting of two or more sentences may be given in the lesson to help the teacher to initiate dialogue and discussion but the whole reading enterprise need not be performed by the learner. They will only see and recognize the key or pivotal morpheme, and utter them. These words will be analysed in letters and vowel signs or matras as well. The learners will perceive the morphemes through visual–mental process like discrimination and analogy. In this way newer 'Praxis' words may be incorporated in the learner's sight vocabulary. And a functional primer can be developed for teaching , reading and writing.

- D. Radio set is a must for each centre. The programmes of broadcasting for adult education must be framed with a purpose to make the members think of their problems, develop reasoning, make them aware of the factors active behind their problems. They are not to be arranged in the form of traditional piecemeal distribution of the heckneyed knowledge of pests and insecticides, of raising a kitchen garden and so on. Follow up discussion must be arranged after the broadcast of each item. Members will exchange their ideas through participation in these discussions. The excerpts of such discussions may give necessary feedback to the programming and thus a communication–channel may be developed between the programme and the clientele.
- E. More than one daily newspaper (published in the mother tongue of the members) will be kept in the centre. Relevant news and other matters like advertisement–texts etc. will be read out to the members for discussion and interaction. This will expose them to new horizons of knowledge, informations and experiences. Teacher will select reading materials from these papers and writing exercises. Acquaintance with printed words and their forms will be more effective through newspapers. Subsequently the group may maintain subject–files according to topics and themes like manures, cultivation, animal husbandary, health habits, child care etc. Lessons on geography and social studies will be arranged relating radio news, newspapers, maps, charts, posters etc.
- F. Mobile film show units be employed to visit the centres frequently (at least once a month) with Programme packages. These packages may constitute different learning modules of socio–economic, socio–psychological and psycho–andragogical significance, such as how

a man becomes landless through generations; who are the actual oppressors in the society; how newer occupations can be generated; how can child birth can be regulated; child care be observed; family health be restored and improved with effective use of knowledge and information—inputs, in what ways we can get rid of superstitions, taboos and hierarchy of values that perpetuate status—quo—dependency.

The adult learners will not remain the mere spectators of the films but the programmers of the units will initiate discussion following the film—show to make them acquainted with the matter and theme and also to get necessary feedback for improvement of their future programme according to the needs and interest of the people. Some programmes of the films may be developed from live—situations of these centres. Thus a direct linkage can be established between the film makers community and the clientele through organic communion.

To transform a Homo Erectus, i.e. an insensitive, non—questioning, non—inquisitive physical man into an alert inquisitive Homo Sapiens or Homo Faver requires the development of power of observation, abstract thinking, logical sequential reasoning and finally a deep sense of values to trace the path of humanization. To achieve the goal, a total education is needed integrating all the dimensions of conscientization and mobilising all the agencies that can generate and exploit the physical and mental action—potentials within a person through multimedia devices.

To perform such a big and noble task to cover a clientele of nearly 50% of the total population of our country, on one hand high—sounding lofty talks on objectives and super—ambitious action—programmes developed from urban sophisticated platform, and on the other, a bare minimum budgetary allocation for adult education, Literacy Programme of 6—monthly duration with practically no follow—up programme, almost non—paid voluntary Social Worker—instructors and a hackneyed primer constructed on non—andragogical assumptions are mercilessly insufficient. Hence is the recommendation of cybernatic andragogy. Formal literacy is not even the minimum, it is only the competence to get through the world of written matters covering human knowledge and experience. Education must give a man physical and mental nourishment so that he can keep abreast with the changing society, to interact, to participate meaningfully and actively, to burst open the social, political, economic and linguistic frontiers and above all, human bondages of oppressions and thus 'to be' and 'learn' to be' a Homo Politicus.

**Kunda Supekar  
Archana Bajpayee  
Meena Gokhale**

## **The Pyramidal Training Structure in TLCs of Madhya Pradesh - An Impact Study**

### **Background**

Important and significant developments in literacy promotion took place after launching of the National Literacy Mission. The Centre based approach has been changed to campaign volunteer based approach, which came with International Literacy Year 1990.

The launching of campaigns brought in the realisation of need that the programme should be carefully and meticulously planned for achievement of Total Literacy with the area specific, time bound, volunteer based, cost effective and result oriented approach. With this on set of campaign approach in country, the State of Madhya Pradesh also received the sanction for launching of Total Literacy Campaign in a few of its districts.

### **TLCs in Madhya Pradesh**

The TLC pattern adopted in Madhya Pradesh is not uniform but, it differs from district to district. In some TLCs the full district is covered, while in some few blocks and in others just the block. Out of the total of 45 districts of M.P. the TLC is being implemented in 12 districts of the state. when the study was undertaken.

### **District – Organisational Structure**

In these districts, the campaigns are administered by Zila Saksharta Samiti while in some districts, the campaign has been initiated by Bharat Gyan Vigyan Samiti. District Collector is the chairperson in both these types of bodies.

These T.L.C.s have a definite structure for functioning. Though the existing structure of T.L.C. s in Madhya Pradesh differs from place to place but by and large the structure is somewhat similar as given below :

**Zila Saksharta Samiti**

Administrative Committee	Academic Committee	Cultural Committee	Monitoring & Evaluation Committee
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Although the overall responsibility for implementation of the literacy campaign rests with the Zila Saksharta Samiti, there are other Committees which have been constituted for decentralising the task of Z.S.S. This Z.S.S. is mostly headed by the District Magistrate.

**Training in TLCs**

Trainer Trainee ratio in the T.L.C. guidelines of Govt. of India, is suggested that as far as possible, the tier system which is adopted in all T.L.C. districts should be three i.e., Resource Persons, Master Trainers and Volunteers. The districts adopted the tier system suiting to their requirement. Guidelines suggest, the ratio of persons required at each level calculated for training and teaching purpose.

- One Volunteer for 10 Learners.
- One Master Trainer per 25-30 volunteers.
- One Resource Person per 25-30 Master Trainers.

In order to reduce the possibility of mid-programme problems due to Volunteers, Master Trainers or Resource Persons, dropping out, it is suggested in the guidelines to identify 10% more than the actual requirement to be kept in reserve. It is also mentioned here that, the training programme for literacy may be conducted on a 3 tier basis as follow :

- |  |                                  |
|--|----------------------------------|
| — Resource persons at district level                           | 9 days duration. ( 5 +2+2 days)  |
| — Master Trainers at Block level                               | 9 days duration (5+2=2 days)     |
| — Volunteers at Panchayat level mid-course refresher training. | 5 days initial + 2 days + 2 days |

As per guidelines, the training of resource persons may be conducted by the S.R.C. Staff/Voluntary agencies reputed for their participative training expertise.

In Madhya Pradesh, in all the T.L.C. Projects, the training requirement has been met by State Resource Centre.

**CHANGING TRENDS IN TRAINING NEED**

In the Centre based approach the functionaries working in the project were getting honerarium. Besides, the functionaries had more or less a similar

background of work and education. These homogenous features made it easier to train the functionaries of the same category with single training design. The trainings were mostly conducted on traditional patterns especially at the instructors level. The prescribed training period for instructor's of 21 days was usually planned to be completed in two phases of 10 & 11 days or in 3 phases of 7 days each. Except for the 1st phase the rest never materialised in most projects, the reasons were many.

With the onset of TLC the training patterns adopted differed from the earlier ones. The TLCs in Madhya Pradesh are still in its infancy stage. With campaign approach the need is to involve all the literate people from all strata of the society. This need brings in the involvement of all different kinds of people, students, unemployed youth etc. resulting in a heterogeneous group of persons for training. This group has different background, work experience, educational status and motivation, which affects their training requirements.

This need of training volunteers in thousands and the NLM over view that—in previous programme the training had been very weak gave birth to the system i.e. - Key Resource Persons will train the Resource Persons who will train the Master Trainer to train the Volunteer who will actually teach the adults. This tier system is more or less similar in most TLCs. As this system has been practiced for quite some time, thus, the need was felt (i) to see what advantages this multi-tier system has over the earlier two tier system, where the trained supervisors were training the Instructors.

Also (ii) to study the impact of this new training strategy of tier system adopted in TLCs so that measures could be taken as and when necessary.

### **ABOUT THE STUDY**

A study was conducted by State Resource Centre, A.E., M.P., Indore to find out the impact of training in Total Literacy Campaign districts of Madhya Pradesh. It was conducted with special reference to the "Three-Tier System" adopted in TLCs with focus on :

- \* Trainer cum Trainees – Their identification, selection and voluntarism.
- \* Training Programme – Conduction, content, methodology and impact.
- \* Training plan – Organisation and Management of Programme.

### **5(A) OBJECTIVES :**

The Objectives of the study were :-

- \* To study the functioning of three tier system.
- \* To identify problems of implementation and management of training

programme and find out suggestive measures.

\* To study the impact of training methods and conduct qualitative and quantitative assessment of training.

### **5(B) AREA**

A total of 7 districts where TLC was in operation were the universe of the study. The districts were :- Indore, Raipur, Raigarh, Ratlam, Bilaspur, Betul-Ghora Dongari, Ujjain-Badnagar.

### **5(C) SAMPLING**

The sample for the study was drawn on random basis. The size of the sample actually covered was :

i	63 RPs	-	From 7 districts
ii	84 MTs	-	From 7 districts
iii	140 VI	-	From 7 districts

i.e. the total sample was of 287 persons at different levels.

### **5(D) METHODOLOGY**

The study was conducted with interviews and schedules with District Collectors, Project Directors and training incharge. Besides as training is conducted at 3 levels, the study was also conducted at 3 levels

- Resource Persons
- Masters Trainers &
- Volunteers

### **SUGGESTIONS FOR TRAINING PROGRAMME AND TRAINING STRATEGY**

The primary objective of this study was to judge the suitability of the strategy and impact of the training programmes, conducted. Therefore, it is very necessary to study the suggestions given by implementing authorities.

The suggestions were invited from Project Directors, KRPs/MTs & VIS which can be classified as -

1. Pertaining to training programme.
2. pertaining to training curriculum.

3. Pertaining to training strategy.
4. Pertaining to total T.L.C.

### **1. Pertaining to Training Programme**

RPs & MTs have suggested that -

- a. The training period should be increased.
- b. Selection of RP & MT should be done with great care. A person should be selected or trained for one specific purpose and should not be burdened with several responsibilities.
- c. Proper planning is required in finalising dates & time of training programme, so that it does not clash with examination time in schools and colleges, or such other important occasions.

### **2. Pertaining Curriculum**

- a. Training programme should give more weightage on techniques of motivation which is a major problems faced at all levels.
- b. Training should give more stress on practical exercise about teaching techniques.

### **3. Strategy**

One of the Project Directors felt that the three-tier training system is a useful strategy to involve more and more people in TLC. Besides, a continuous activity of training either at MT level or VI level or refresher level would help to generate further motivation and sustain it.

At the same time, another Project Director felt that, this is a new strategy adopted in TLC and it should be worked out in all TLC and then its impact can be studied. He felt that it was too early to comment on any thing and therefore he was not in position to suggest any modifications for changes also.

### **4. Pertaining to Total TLC**

RP,MTs and VIs all are implementing functionaries and their suggestions about TLC are very significant. These suggestions can help to make the programme more practical and will help to overcome the lacunas in the areas which require more attention by planners.

Their suggestions are mainly .

## **1. Honorarium**

The campaign should make provision for some kind of reward or honorarium to volunteer instructor.

This is a very common suggestion expressed at every stage. It is commonly felt that there should be some recognition for this important work done by young generation. Either they should get monetary benefits or some preferential treatment for job or bank loan and getting benefits from Govt. schemes. The monetary incentives are not gainful in the long run, does not impress them.

A very surprising factor about this suggestion is that more RPs and MTs have given this suggestion than VIs.

In past, Adult Education programme was linked with honorarium to instructor so it is very natural that, TLC is compared with earlier programme, which in turn implies that voluntarism is still lacking in whole programme. It is said that day-by-day it is going to be very difficult to generate voluntarism amongst youth at such a large scale and particularly in connection with Govt. programme.

2. It is widely expressed that, before launching TLC, proper and enough preparation should be done. They suggest that the ground work for training should be completed fully before any teaching, learning starts. Training should not be arranged at very short notice.

- a. Identification of trainers, VIs and learners should be done much in advance.
- b. Environment building stage should be launched and the motivation should be generated, before training programme starts.

A very fact that this suggestion has come up, implies that some trainers may not have been involved in TLC from the stage I and in some districts the motivational factor was lacking and environment building was not done to the extent desirable. More work needs to be done in identifying MTs and VIs.

The actual plan of TLC expects the same thing and advocates that after successful completion of environment building, stage of training should be initiated and motivation of RPs, MTs, VIs and learners completed in the stage of environment building. But at ground level either the concept is not understood clearly or there are some practical problems in implementing and planning the stages.

3. The campaign should involve maximum persons, more voluntary organisations and all Govt. Departments.

It is commonly observed that this has become a programme of one voluntary organisation, and has not fully succeeded in involving local voluntary organisations.

Besides, involvement of Govt. Officials has largely depended upon initiative of Collector and varies in direct proportion with his interest.

Apart from these suggestions given by the different functionaries of TLC projects, there are a few more proposed on the basis of this study and also on the observation of research team.

### **Training Period**

In three TLC projects included in the sample, the training of Master Trainers & volunteers were non-residential, while in the other three districts it was residential. In all the districts it was residential. In all districts (except one) i.e. in 6 districts, the training duration was less than the duration prescribed in the guidelines. Volunteers trainings have even been organised for just one day duration as well. This has obviously affected the quality and result of training. The residential trainings wherever organised have compensated for the loss of short duration. At MT level the trainings were conducted for less than the stipulated time (i.e. - 2/3 days) providing no time for practical skills, the fact comes out that the time factor was not taken seriously, which depended on spontaneity of the situation or direction at that time.

Hence, it is suggested that utmost care should be taken to follow the TLC guidelines and the time should be managed effectively.

### **Training Materials and Techniques**

It has been observed that at RP level ample training material is provided and multiple aids and techniques used. While at VI level the training material provided is just the IPCL primer & volunteer's teaching guide and lecture method is probably the only method used at this level of training. Similar differences can be observed in the RP & VI levels training with context to funds spent, training duration, physical facilities provided and so on, for example the motivational film "DHAAKHAR" which is meant for VI, was repeatedly shown at RP and MT level training and not at the VI's training in most TLCs visited.

Hence, it is suggested that the TLC should make provision for sufficient training materials for all levels of trainings. The training materials for MTs and VIs should be specially designed for motivational boost-up, problem solving, guidance regarding teaching - learning process and for maintaining live contact with them.

### **Teaching Methodology**

The majority of MTs were involved by order and were from formal education system. They themselves were not convinced about the programme and the 'key Word' literacy method. As a result of this, these MTs were unable to enthuse/motivate the VI and to convince them regarding use of 'Key Word' literacy method.

As a result, after few initial weeks, the teaching/learning process switches over to alphabetical method from key word method. This affects the pace of Project. This is indirectly related to the tier system, where after passing through too many channels, messages are reaching that the VI is unable to grasp and adopt them.

### **Retention**

The degree of retention is quite high at KRP/RP level where the trainings were conducted by State level nodal agency i.e. SRC. Gradually as it goes down to the key functionary i.e. VI, the retention is minimum. This directly reflects on the dilution of contents and indirectly multi-tier system is responsible.

### **Motivation**

\* In most TLC, there was remarkable difference in the number of functionaries needed and the number available. The number of persons actually available was quite low. As a result, the functionaries were entrusted with double or triple responsibilities and there was rotation of team of experts to different trainings, which has directly affected the quality of training. Besides, this also signifies that in fact there has been lack of voluntarism or the efforts were not made to identify them. The number of trained persons have been large but the productive number is remarkably low. The out-put has only been quantitative and not qualitative.

\* As indicated in most responses, the MTs had volunteered to work in the campaign by order i.e. their involvement was only due to pressure of order. This also has implications on the training in terms of quality. It would have been better if the intentions were qualitative centered rather than quantity centered. Even if less number of functionaries had volunteered, area have been decreased and smaller area for work could have been related. These would have added to the quality of training and avoided dilution.

\* This could also be done at an initiation stage, where all and every eligible persons invited, even by compulsory orders. They are briefed for purposeful motivation so that, the atmosphere is built. Then they are asked to indicate, if they are willing to join the movement.

At least voluntary response, can be seen and none can even talk of compulsion or complain of order.

\* The task of different stages of the project should be clear cut and specific, for example, the task of motivation of the functionaries and the beneficiaries should be the responsibility of environment building stage and not of the training stage. This is practically not done. As a result of which the motivation of functionaries also becomes completed during the training course.

\* It has been observed that frequent change of persons as the district collectors has only reduced the pace of TLC. It is suggested that if possible the collector who initiates the TLC project should not be transferred till the completion of the same.

The profile of KRP and RPs is almost same and in few districts the same persons have been repeated at both the levels. Hence, this can be combined in to one single category and in smaller districts the three categories KRP, RP & MT can be kept as on-whatever be the nomenclature. This on one hand will minimise the dilution and on the otherwise it will make possible for SRC to conduct the training. The trained key functionaries of the respective TLC or the trained core group persons of SRC of the respective district can be involved in these trainings.

### **Training Design**

The trainings of the I tier of TLC whether it is RP or MT had been done by SRC. The training curriculum adopted was of SRC. In this training of the I tier, model training designs for MTs and VI were also discussed and practiced. The respective Z.S.S. was also involved in the scrutiny of these designs. The training designs adopted for the next two line of functionaries was not finalised in consultation with SRC, which could be essentially done and this should be part of policy.

### **Time Lag**

All the different activities of the project should be in assembly line of each other. This is almost essential because in most TLCs there has been a gap of about five months or more between the environment building and actual teaching learning process. Hence, while the survey and environment building task is going on, the identification of functionaries, procurement of material should be started, so that, motivation generated is not in vain and immediately after trainings the teaching learning should be started giving no time for unlearning the things.

Although in all most all TLCs projects, the planning is in this direction only, but, it all gets disturbed at the implementation level which is attributed to non

availability of volunteers in the field, also the clashing of time of project activities and the responsibilities of the main profession of trainer.

**Delegation of Power**

The different major activities of the project like training, environment building, procurement, monitoring and evaluation are looked after by the full time persons in charge of these units. But unfortunately, the powers of the heads of these sections are centralised with the Project Director. Thus, it is suggested that the sectional heads should be given original powers to give an effective performance.

**Need of Training**

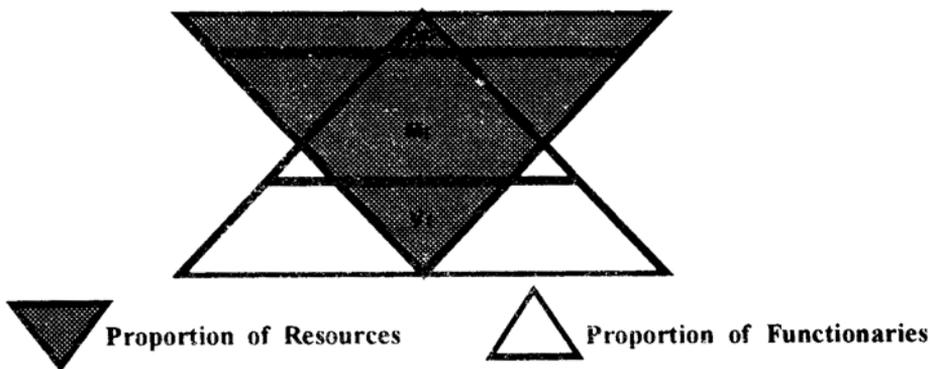
Generally the role of training is considered important only for the process of 'teaching - learning '. But practically, it is not so. Training is equally important for conducting survey, environment building, monitoring, learners evaluation etc. Hence, the training should be essentially included in the planning stage.

In most TLCs the background of the Project Directors and other Administrative staff is not sufficient for them to fulfill their job responsibilities therefore looking to their background the Administrative staff and the Project Directors also need proper training or orientation.

**Reorientation**

To overcome gradual increase in the dropout rate at VI level, the reorientation programmes should be a regular feature. This has been performed in a very haphazard manner and only occasionally with the intention of sustaining the motivation of volunteers. If done at regular interval the health of the programme can improve.

This is an diagram based on the observation of the research team.



As depicted in this diagram the maximum resource of TLC are concentrated for the highly educated, having wide exposure, group which is low in strength namely Resource Persons. This concentration of resource gradually diminishes and reaches to its minimum at the level of VI. This group of VI is less educated, has multiple roles to play, has to face actual challenges, has negligible exposure and has remained weak in the total TLC structure remained weak in the total TLC structure. Hence it is suggested that :

(i) If the pyramidal structure is inevitable to train the large number of VI, it becomes necessary to divert the resources to the largest number of trainees i.e. — VI category. The resources here are indicated in terms of training contents, training duration, training materials, training funds and technical inputs. It has been indicated by the Project Directors that the training funds are more than what is actually needed.

(ii) More attention should be paid to the quality of skills — intended to be imparted to the trainees. This should gain special emphasis at the VI level.

(iii) In the previous programmes of Adult Education two tier system was adopted i.e. supervisors trained the instructors. The TLC Narsinghpur had also adopted the similar two tier system where the Master Trainers trained the Volunteer Instructors. The outcome of these experiences had been satisfactory from training point of view.

On the other hand the TLC guidelines had suggested three tier training system. This system in some districts has been further split-up into four tier training system as a consequence of this the trainings have remained weak at the VI level.

To rectify this we suggest that the four or three tier system can be merged into two tier system. This may strengthen the training of VI and help in improving his skills and enrich his capabilities as instructors.

K.S. Pillai

## Total Literacy in the Context of Education for All by 2000 A.D.

If by the turn of the century we wish to give 'education for all', literacy should become a 'right' and should not remain as a 'privilege'. It should become a 'fundamental right' as per constitutional provision. Also the distinction between 'total literacy' and 'cent per cent literacy' has to be conceptually clarified and every effort should be made to secure 100% literacy among all sections of the society irrespective of sex, age, caste, locality, occupation etc. It has been targetted that by the end of the 8th plan, 75 per cent Districts in India should be declared totally literate at least in the priority age group of 15 to 35 years. As things stand at present 'declarations are made but reality is different'. Can anyone in any District in India boldly declare that in his /her Districts/Block/Village there is none who can't read and write his/her mother tongue and carry on daily life operation without anybody else's help. I think, no. But we should look forward to such a date, possibly before the dawn of the 21st century. Every effort should be made to increase our percentage of literacy to 75 or 80. The 'BIMARU States' are lagging far behind. It would be an uphill task to bring them on par with the advanced states. Special programme may be launched to properly motivate the illiterate people, involve them, in the programme and retain them sustaining their interest throughout the project period to ensure desired results. Evaluation should not become 'namesake' or 'farce', but should really indicate the impact on the learners in terms of 'knowledge, attitudes and skills'. But in some TLC Districts it is said declarations were made even before evaluation was completed.

### **Total literacy — a myth or reality ?**

Total literacy is a misnomer. It sounds as if every body in an area is literate. But what actually happens ? If in a TLC area, 90% or more of the age group specified (15-35, 15-45, 6-45 and scarcely 6-60 as in the case of Kerala) are declared neo-literate that area is designated as totally literate. Kerala declared total literacy with 93.58% on 18.4.1991. UNESCO has sanctioned this, having noted that attaining more than 90% literacy is a rather stupendous task. But it is said that the Government of India watered down this percentage and allowed any area having more than 80% literacy to be declared totally literate. This happened at the Tribal literacy declaration in Kerala on 3 July 1993 at Kulathoopuzha in Quilon District (with

80.78% literacy among the tribals). In the first phase of TLC the cut off point was 70% while it was brought down to 60% in phase II. Not much of formal moderation has taken place but the 'scientific nature of evaluation' based on NLM norms has been questioned by many.

The question of retention is yet another problem. Many who achieve basic minimum essential skills, relapse into illiteracy in course of time if follow up programmes are not launched effectively. The gap between the declaration and launching of phase II results in this natural consequence. This was what happened in Kerala, where the gap was about 6 months( 18.4.91 to 2.10.91). Those who are motivated to become literate get disheartened when they are left out uncared for, soon after the 'ceremonious declaration'. Mobile convocations' were arranged in many places to certify and honour the neoliterates. Possession of a certificate of literacy is not enough. One should really be able to write basic minimum requirements and read with comprehension unseen passages, notices, pattayas, letters etc. The willful participation in nation building activities, welfare programmes etc. can be yet another criterion of one's having achieved literacy skills. Literacy should not be confined to the possession of the skills of reading, writing & arithmetic. It should open up vistas of leading a better and contented life, helping others in the community and striving for peace, progress and prosperity for all. National Integration, Communal harmony, Religious tolerance etc. leading to a 'we-feeling' should emerge from the literacy programme, whether it be centre based, each one teach one or small group approach. Literacy, functionality and awareness should go hand in hand as envisaged in the National Adult Education Programme of 1978. It should be as non formal as possible but without foregoing essential formalities.

The campaign approach in literacy gained ground consequent on the launching of the National Literacy Mission with specific goals and working style. 'Total development of all' was the ultimate aim. Enrolling every child of educable age, ensuring that nobody drops out of the primary classes, and providing non formal education for the 15+ at convenient places and according to their needs and aspirations, helping the school drop outs, non entrants etc. of the school age to make use of nonformal education for 6-14 age group etc. are the measures adopted according to this programme. Development of physical and artistic talents is another activity. Vocational training is yet another area that demands special attention. This can be offered as continuing education or phase II of TLC. The Jana Shikshan Nilayams (JSN) or Jana Vidya Kendras (JVK) as designated in Kerala are to provide the neoliterates, semi literates etc. with continuing education facilities like reading room/library, opportunities for sports, games, arts talent development etc. and act as an information disseminating centre. In Kerala the JVKs are apex bodies of a number of Akshara Sanghams (Literacy circles) where neoliterates and rural people gather periodically to discuss current problems of local interest, conduct rural parliament

meets, debates etc. Some of the neoliterate corner's organised as part of the rural libraries in Kerala, have developed into JVKs and the expenses are met by local self govt. institutions based on permissive sanction from the Government. Vocational/Occupational training programmes are also organised in some places to generate income for improving financial position. Dispute resolution forums, gender justice forum etc. are also organised wherever found necessary.

### **Suggested Strategy**

Every effort should be made to locate all unreached/left out illiterates in the country and through appropriate strategies involve them in the literacy programme and literate them from illiteracy, poverty superstitions etc. thereby making them active participants in the nation- building process. The literacy content and approach should be such that they become appealing to the participants. Economic, aesthetic and developmental aspects should not be overlooked. Self employment activities or subsidiary occupational pursuits should emerge from the literacy work. Also proper 'conscientization' is needed for all. If these are attempted nobody will keep away from such activities. The result would be literacy for all and consequently education for all. Education is not attained through formal education only; it can be secured through non formal and informal ways as well. One should supplement the other. Physical or mental disadvantages should not stand in the way of any one; so also sex, locality, occupation, interest, aspiration etc.

'Education is for liberation'. It should be for life and for bettering living conditions. In 'Learning to be', the report of the International Commission on Education, creation of a learning society has been suggested. The library movement in Kerala tried to spread the message 'read and grow'. The science movement in Kerala KSSP (Kerala Sastra Sahitya Parishad) did a lot to take science to the masses and in this venture, and especially in the Ernakulam Literacy Programme, KSSP did a wonderful job. Similarly KANFED (Kerala Association for Non Formal Education & Development) tried to link non formal education with developmental activities. These three movements helped Kerala achieve total literacy and continue its struggle for attaining 100% literacy. The 'Kerala model' of combining governmental effort with people participation and support, can and should be followed in other parts of the country as well, with necessary modifications to suit the conditions prevailing in each area, socially, politically, educationally, culturally and economically. A 'post literacy or continuing education model' should also emerge for sustaining the literacy attained and to build upon that. Open School and Open University system can help in offering education for the needy. The concept of Minimum levels of learning (MLL) should be discussed further and fixed for divergent groups. Education being a 'lifelong process', it is the duty of every government and NGO to offer opportunity for lifelong education.

Total literacy is achievable in India in the age group 15-35 years by 1997 (towards the end of the eighth plan) or at least by 2000 if concerted, continued efforts are made. But that does not mean 'Education for all'. For that all age groups and all sections of the society should be covered and minimum levels of learning ensured. For this some more time may be required - say upto 2025 or so. Even then, a system should prevail offering divergent educational opportunities. For this 'education' should become a 'fundamental right' constitutionally and implemented with courage and conviction. Education for all should not remain a dream or myth or a slogan; but it should become a 'reality' at the earliest. It is the duty of every educated citizen to do the needful to achieve this ultimate goal. Let us strive in this direction with sincerity and conviction.

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**A L Rahi**

## **Literacy Campaign in India**

Literacy as a qualitative attribute of the population, is one of the most important indicators of the socio-economic and political development of a society. It is major component of the human resource development and is thus basic to any programme of social and economic development. Since independence, there has been a growing realisation among policy makers and planners that development would never become self-sustaining unless it is accompanied by corresponding changes in the attitudes, values, knowledge, and skills of the people as a whole and that the only way this change can be accomplished is through education.

### **Approaches to Literacy**

To eradicate illiteracy from India, various approaches—centre based approach, each one teach one approach and area development approach were implemented, but these approaches fell short of the targets. The 21st Annual Report of the World Literacy Jury was presented on the International Literacy Day 1988 marked by a commixture of a sense of anxiety and urgency. The sense of anxiety stemmed from the fact that the number of illiterates is still disturbingly large and is increasing year by year. The sense of urgency stemmed from the fact that time is not on our side in this fight against illiteracy, as we would, in accordance with the decisions of UNESCO's General Conference and Executive Board like to enter the 21st century as an illiteracy free world. As such, with a determined will to make India literate and to remove the stigma of illiteracy, it thought of mass literacy campaign which had been successful in host of countries. A cursory view of literacy campaigns in Brazil and Tanzania (H.S. Bhola) will enable us understand its functioning.

### **DEDUCTION FROM THE MASS CAMPAIGNS IN BRAZIL AND TANZANIA**

#### **Brazil**

- A mass literacy campaign conducted at a national level has to have a national purpose. In one case, it may be to create a socialist society; in another it may be to make the country safe from communism. Or, the national purpose may be started in apparently apolitical terms but with hidden political agendas such as legitimization of the regime, pacification of social tensions, or depoliticization of the masses.
- For a national level enterprise that might cover as much as 50 to 60% of the nation's population and a tremendous proportion of the nation's institutional and material resources, the interest and support of the governing elite at the

highest levels of authority is a necessary condition

- Literacy may be conceptualized in the context of an overall life-long program; however, the core objective of teaching reading and writing should not be diluted or dissipated. As adults become literate, they should have opportunities for horizontal and vertical integrations within the educational, economic, social and political systems.
- Functionality in a literacy program should not become an orthodoxy. In the first phase of a literacy program it may be best to emphasize teaching of reading and writing. Of course, the generative words can be seen to teach reading may still reflect the reader's life experiences but they may be only 'generally' functional and need not try to teach substantive economic or technical skills. Substantive functional content of technical nature may be better taught in a second phase of teaching literacy.
- The organizational aspects of a national literacy campaign should always be given paramount importance. A national movement must create a national vision and must sustain a national thrust. But a centralized bureaucracy can not be at all places at all times to respond to local conditions and to take needed initiatives. Therefore, the organization must include a centralized vision and direction but a decentralized implementation system.
- It is not necessary for a literacy campaign organization to do everything on its own and under its own roof. Collaborations can be built with academic and public organisations and institutions, yet keeping direction and control of overall purposes and objectives.
- In this age of technology, literacy campaigns should learn to put technology to work : to deliver teaching and training through radio, T.V., tape recordings, to develop management information systems : and to develop training, supervision and logistical systems.
- Literacy campaigns need not be left to literacy workers alone. While this is not a suggestion to literacy workers to surrender control of literacy to the non educator, we do recommend the concept of multi-disciplinary teams of economists, sociologists, engineers, doctors, educators, literacy workers to work on mass adult literacy campaigns.

### **Tanzania**

- The very first lesson from the campaign is that even the poorest of countries need to eradicate illiteracy for development and that they can do it too.

Tanzania wanted socialism and self-reliance. For these it needed literacy. And it decided to have it. It did not wait for the economy to take-off and a literate environment to emerge; it used literacy in an instrumental role to bring them about.

- Tanzania could declare and implement a mass campaign because it had the political will to do it. Once it found the ideological justification, it produced the needed structures and it allocated the needed resources.
- The Tanzanian mass campaign once again points to the important role of the great leader in such large scale transformational actions. The Tanzanian campaign had Nyerere, as the Russian campaign had Lenin and the Cuban campaign had Castro.

The analysis of these campaigns reveal some common tenets which helped in the eradication of illiteracy from these countries. These were social and political commitment of the governments, commitment of these countries to particular ideologies and role of leaders like Nyerere in Tanzania. India's total literacy campaign has been cost effective (volunteer based), area specific, time bound and result oriented and has been successfully implemented in the state of Kerala and Union Territory Pondicherry and is a future hope for total literacy. India is a vast country with different religions, languages, races, cultures and customs and therefore, for the education of mass multitude, only one approach will not be sufficient but multi dimensional approach and host of other measures are also simultaneously required.

### **Reforms at Schools Level**

The school programmes and practices that are in vogue today are not related to the life, needs and aspirations of our people. This had led to a high percentage of wastage and stagnation, and to a vast army of educated unemployed persons. The rigidity in the school- timing, vacations, single point entry and sequential character contributes to wastage and stagnation in a large measure. Ignorance and poverty like two points in a vicious circle result in utter degradation, lethargy and inertia. Social superstitions, natural barriers and psychological inhibitions have their high tools of illiteracy.

### **Drop Outs**

Drop out rate at primary stage is very high as out of every 100 children admitted in 1st class only 45 pass vth class. If we implement the concept of compulsory education and find out modus operandi to check the drop out rate, the problem of illiteracy can be solved to great extent in the very near future.

**Post Literacy**

One of the major objectives of the post-literacy and follow up has to be continuous reinforcement of literacy skills to prevent relapses: its further development is to enable the neo-literates to put them into practice in various life situations leading to habit formation of reading and writing. Building of awareness on all aspects related to the life of neo-literates should be achieved alongwith development of reading and writing skills and through other means available. It is, therefore, suggested while approving the Total Literacy Programmes for district, the programme of Post-literacy be also approved, so that after achieving the target of literacy, the programme of post literacy is implemented forthwith.

**Adult Education as Part of Curriculum**

We have also not been able to harness the energy of our educated youth for this cause and the concept of voluntary service has not yield required dividends. As such literacy programme be made a part of the curriculum for university, colleges, secondary and school level for atleast a decade.

**Research in Adult Education**

Research in adult education is another area which hitherto remained neglected. With a view to bringing about improvement and effectiveness in adult education, it is essential to encourage research in this discipline, at the university level and adult education as a new emerging discipline, be nurtured and developed in the university system.

**Creation of Demand for Literacy**

Another serious draw back in the literacy programme is that much emphasis has been laid on the supply side, but little efforts have been made to generate demand for literacy among the illiterate masses. Mere Jathas and nukad nataks will not generate demand for literacy. The pity is that the people do not always recognize their self-interests. Many a human need, they have not learned to feel. They do not demand literacy as they do not demand more food but adapt to hunger and malnutrition. They do not demand literacy as they do not demand immunization for their children but let them die untimely deaths. Leaders of peoples must incite new social demands. Leadership must fashion new social needs. Leadership must teach new motivation, including motivations for literacy. The programme of literacy be linked with income oriented programmes and greater stress be laid on the role of media.

### **Fiscal Allocation**

Another important drawback in our endeavour for removing illiteracy is the inadequacy of Government resources. Outlay on education is still - 3.8 per cent of G.N.P. The minimum, experts have prescribed is six percent. Unless non-government resources are harnessed for the purpose our attempts cannot be crowned with success. Voluntary agencies have to play a significant role in this direction. Eradication of illiteracy in our vast country is gigantic task and various agencies have to closely associate them with this challenge.

The last but not the least, the commitment and role of leaders with mass following are the key to the success of literacy programme in any country. The national resolve of raising the outlay on education to 6% of the national income should be translated into practice at the earliest possible. As envisaged by the NPE, 1986 and through the modalities it outlined, the nation as a whole, should assume responsibility of providing the resource support for education. The logical corollary of this proposition is that ethos of cost-effectiveness and accountability should permeate every part of the education system.

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Parameswaran Iyer

## **Managing the Total Literacy Campaign - A case study of District Bijnor**

The Total Literacy Campaign (TLC) is a programme currently being implemented in about 250 districts all over the country. It is a project which, in a specified timeframe, aims at making literate all adults in the age group 15 to 35. At the macro level in the Government of India at Delhi, the apex body, National Literacy Mission, approves TLC project proposals from individual districts and oversees the progress of the programme country wide. At the micro level in the district, the TLC is implemented by the Zila Saksharta Samiti (ZSS), a registered society headed by the District Magistrate.

### **The Management Aspect**

At the district level the importance of 'managing' the TLC as opposed to merely 'administering' it, cannot be overemphasised. This is all the more important due to the mammoth proportions of the task at hand. In Bijnor, for example, the goal was to make literate the target group of 422,000 persons in a period of two years, using 42200 Volunteers, 4200 Master Trainers and about 100 Key Resource Persons. Usually in Government programmes, there is little emphasis either on quality or timebound achievement of objectives. Routine departmental programmes implemented by 'sarkari' functionaries normally go on year after year and the main thrust is on utilisation of funds received, rather than achieving the objective of the programme. In the TLC, however, almost all the personnel involved are nonofficials. Here routine hierarchy does not work because the learners and volunteers have to be inspired and motivated all along. This is where dynamic management and leadership strategies have to come in.

The TLC is a time bound (usually 2 to 3 years) project which will end, successfully or otherwise, after the project period. In other words, it cannot be treated as a routine departmental activity. To successfully achieve the project objectives, therefore, effective management strategies are essential.

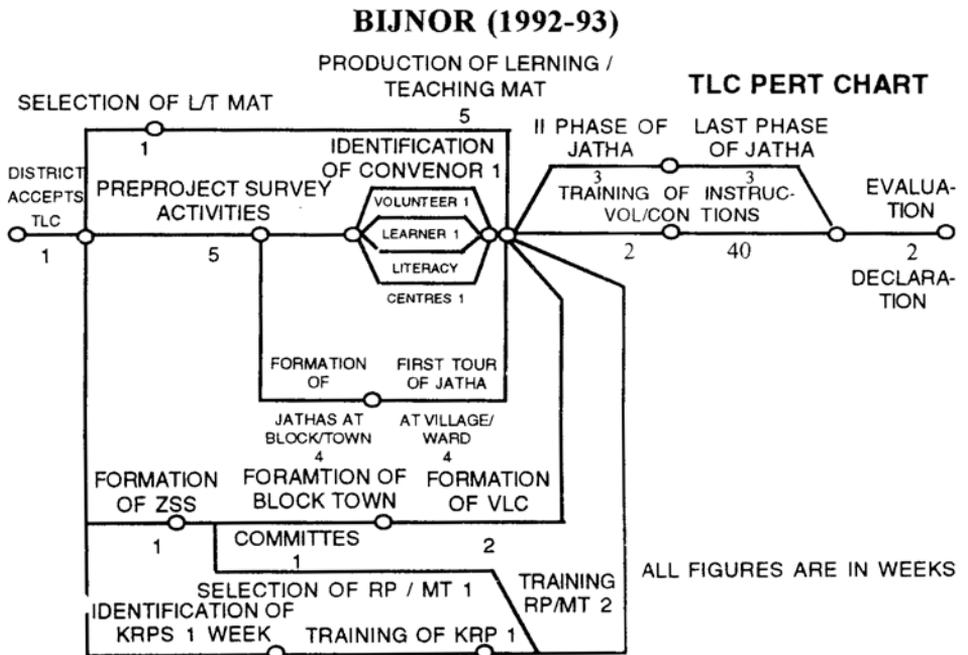
### The Objectives

In any project, the first task is to clearly define the objectives. In Bijnor district, the goals were divided into a broad Mission Statement and three kinds of objectives. The Mission Statement was 'to become the first fully literate district in Uttar Pradesh. The three objectives were :

1. Educational : To main 422,000 persons of the 15-35 age group literate in two years.
2. Social : Empowering women through education.
3. Economic : To integrate literacy with overall developmental activities in the district.

### Planning

After setting out the objectives, the next step is to systematically plan out the key activities in the given timeframe of the TLC. In Bijnor, it was decided to take up 5 Blocks and 9 municipalities in the first phase of one year. A PERT chart was prepared with a critical path of 52 weeks, with the entire campaign being broken down into district activities, with the unit of time being a week. The float activities which would run in parallel with the critical activities. such as selection of learning and teaching material, were built into the PERT scheduling. The PERT chart prepared in Bijnor is illustrated below :



## **The Organisation Structure**

Just as any well managed organisation has a clearly defined structure, the TLC requires a well oiled organisation structure to run the programme. In Bijnor, the TLC organisation was a three tier structure, with the Zila Saksharta Samiti (ZSS) at the apex and the Gram Saksharta Samiti at the bottom. The ZSS was chaired by the District Magistrate and its Executive Committee met once a fortnight to review overall progress and take policy decisions. The second tier was the Block Saksharta Samiti, which also met once a fortnight to review the Block level progress. Finally, at the village level, the Gram Saksharta Samiti met once a week to review the village level progress. Nonofficials were integral members of all three organisational levels. The ZSS had six subcommittees to go into details into specific subjects. The subcommittees were Finance, Training, Learning - Teaching Material, Environment Building, Monitoring and Purchase.

An innovation introduced in the Bijnor TLC organisation structure, was the introduction of Nodal Officers for implementation of the programme. One Nodal officer was earmarked for two Nyaya Panchayats, to function in conjunction with one Key Resource Person (usually a nonofficial). The Nodal officer was a Government officer of any department such as PWD or Animal Husbandry, whose TLC responsibilities has nothing to do with his formally assigned duties. The Nodal officer's responsibility was mainly to function as a troubleshooter and provide feedback to the ZSS. By associating District level officers of all departments in the TLC, the level of involvement by the entire district Government machinery in the programme was very high.

## **Marketing**

The Total Literacy Campaign as a product has to be marketed to its target population - the illiterates, as well as the volunteers teaching them. In the classic 4 Ps (product, price, place and promotion) marketing jargon, the marketing strategy in Bijnor was developed as follows :

### **Product**

The product itself was the TLC. Unlike a conventionally marketed tangible product, the TLC is an intangible item and its marketing requires a different orientation.

### **Price**

Unlike the conventional pricing strategies for products to be marketed, the emphasis made in the Bijnor TLC was on the price that would have to be paid by the target segment, if they did not become literate. In other words the campaign stressed the value of the TLC for each adult illiterate.

## **Place**

The mode of delivering the product and its 'distribution' was also crucial to the Bijnor TLC. The logistics of the exercise were enormous. For example, 42,200 learning centres had to be identified, 422,000 learning kits and 42,200 teaching kits has to be distributed. The delivery system had to be planned and executed with meticulous accuracy.

## **Promotion**

In the TLC, perhaps the most crucial 'P' is promotion. Effective environment building is necessary at all stages of the programme to keep it alive and kicking. Different promotional strategies have to be used for different subsegments of the target group. For example, in Bijnor street plays emphasizing the importance of literacy were much appreciated in rural areas. In urban areas, wall writings and banners were widely used. Since Bijnor has a very high percentage of Muslims, the good offices of Imams of mosques were also used, to persuade their womenfolk to come forward to both learn and teach in the TLC.

## **Monitoring**

In such a massive programme, monitoring the progress is of paramount importance. In the Bijnor TLC, it was ensured that only relevant data was collected and mechanisms evolved to make corrective measures where necessary. The TLC was monitored at the Village, Block and District levels. The two broad types of monitoring conducted were 1. Preliminary Monitoring and 2. Midterm Term Monitoring. The former was more concerned with the nitty gritty of the implementation, while the latter concentrated on a broad evaluation of the progress of the programme at different levels. The Executive Committee of the Zila Saksharta Samiti would take stock of the progress at their meetings.

## **Leadership**

It goes without saying that effective leadership is crucial for the success of the TLC. The District Magistrate, as Chairman of the Zila Saksharta Samiti, is the leader. Given the complexity of the task at hand and the sheer numbers involved, the DM cannot lead in a routine administrative fashion, since the illiterates and volunteers have to be inspired and motivated to reach their goal. For this, the District Magistrate must provide transformational leadership, by leading from the front and getting intimately involved with the programme and its people. Leadership, or 'inspired management' as Tom Peters calls it in 'A Passion for Excellence', is ultimately the most decisive factor in the success or otherwise of the TLC.

**Paulo Freire**

**Word Within World**  
**A critical reading of the universe**

Before discussing the importance of the act of reading, I feel I should say something about the process in which I engaged as I wrote this text. It is a process that presupposes a critical understanding of the act of reading, which is not simply a matter of decoding the written word or language but is preceded by and extends to an understanding of the world.

Language and reality are linked dynamically. The understanding of a text that is achieved through a critical reading implies a perception of the relationship

between the text and the context. When I attempt to write about the importance of the act of reading, I feel impelled to "re-read" essential moments of my experience, from the earliest memories of my childhood, adolescence and early manhood, in which a critical understanding of the importance of the act of reading was developing within me.

While I was writing this text, I was "distancing" myself from the various moments in which the act of reading took place in my existential experience. First of all "reading" words, which during my school days was not always reading the "word-world". For me the recollection of my distant childhood, trying to understand my act of reading, the special world in which I lived, is very significant. In this effort in which I am engaged I recreate and relive in the text I am writing my experience at a time before I could read words.

I can see myself in the modest house surrounded by trees where I was born, in Recife. This old house, with its rooms, corridors, cellar and spacious patio was my first world. It was here that I crawled on all fours, uttered my first sounds, learned to stand, walk and speak. Indeed, this special world was offered to me as the world of my perceptive activity and, therefore, the world of my earliest readings. The "text", "words" and "letters" of this context (the more practice I got in perceiving it the more my perceptive capacities grew) were embodied in a number of things, objects and signs, and in the course of my contacts with them and of my relations with my older brothers and sisters and my parents, my comprehension grew.

The "texts", "words" and "letters" of this context were embodied in the song of birds - the sanhacu, the elha-pro-caminhoquem-vem, the ben-te-vi, the nightingale; in the dance of the treetops swayed by strong gusts of wind that foretold storms, thunder and lightning; in rainwater playing at geography, inventing lakes, islands and rivulets. Other "texts", "words" and "letters" were the whistling of the wind, the clouds, their colours and movements, the colour of the foliage, the shapes of leaves, the scent of flowers (roses and jasmine), tree trunks and the skin of fruit.

Animals were also part of the context- the household cats with their clever ways of coiling themselves around people's legs and their miaows of supplication or anger; my father's old black dog Joli. It also included the world of language in which the old people expressed their beliefs, tastes, fears and values. All this was linked to wider contexts than that of my immediate world, contexts of whose existence I was totally unaware.

In this attempt to return to my distant childhood, as I try to understand the act of reading the private world in which I moved, I recreate and relive in this text I am writing the experience I had before I could read words.

But I must insist that “reading” my world, which was always of essential importance to me, did not transform me prematurely into a man, a rationalist in short trousers. My childish curiosity would not be deformed simply through being exercised, and here too I was helped by my parents. Indeed, it was with them that I was introduced to the reading of words, at a certain moment in that rich experience in apprehending my immediate world, an apprehension that did not contain any antipathy for its enchantment and mystery.

Decipherment of words was not superimposed on my “reading” of my private world; it flowed naturally from it. I learned to read and write on the floor of the patio, in the shade of the mango trees, with the words of my worlds, not those of the adult world. The floor was my slate and twigs were my chalk.

This is why I could already read when I began to attend the private school run by Eunice Vasconcelos. Eunice continued my parent’s work and took it further. With her, reading words, sentences and prayers never meant a break with “reading” the world. With her, reading words was reading the “word-world”.

Continuing this attempt to “re-read” essential moments in the experience of my childhood, adolescence and youth, during which a critical understanding of the importance of the act of reading was developing within me through the practice of reading, let me return to the period when I was studying for my baccalaureat and I trained myself in the critical perception of texts which I read in class with the help (which I still remember today) of my teacher of Portuguese.

Some of us teachers sometimes entertain a false idea about the act of reading which emerges when we insist on students “reading” a massive quantity of chapters of books in a single semester. In the course of my wanderings around the world young students often told me of their struggles with long reading lists of books which they had to devour rather than read or study, veritable “reading lessons” in the most traditional sense to which they were subjected in the name of scientific training and of which they had to give an account in a test. I have sometimes even seen in book lists indications of which pages should be read in a given chapter of a given book.

Insistence on the quantity of matter to be read, without due in-depth study of the texts so that they are understood and not just mechanically memorized, reflects a magic approach to the written word. This approach should be rejected, the same approach, although from a different angle, is found in the case of writer who identifies the potential quality or otherwise of his work with the number of pages he has written. And yet one of the most important philosophical documents we have, the Theses on Feuerbach, consists of barely two and a half pages...

However, in order to avoid any misunderstanding I must emphasize that my critical remarks about the magic concept of the word in no way imply an irresponsible attitude on my part towards the need for us educators and students to read constantly and seriously the classics in all fields of knowledge, to deepen our understanding of them and to create that intellectual discipline without which our work as teachers and students loses its viability.

From my rich experience as a teacher of Portuguese, I remember as if it were only yesterday and not long ago how I used to pause to analyse the writings of Gilberto Freyre, Lins do Rego, Graciliano Ramos and Jorge Amado. I would bring these works from home and read them to the class, pointing out those aspects of their syntax which were closely related to the good taste of their language. To these analyses I would add some remarks about the obvious differences between the Portuguese of Portugal and that of Brazil.

In this paper on the importance of the act of reading I am trying to show - and I shall never tire of doing so - that my main purpose has been to explain how that importance emerged in my personal experience. It is as if I were studying the "archaeology" of my understanding of the complex act of reading throughout my existential experience. This is why I have spoken of certain moments in my childhood, adolescence and early youth, and I shall now conclude by recalling in board outline some of the main features of the proposal I made some years ago in the field of adult literacy teaching.

First of all, I have always regarded adult literacy teaching as both a form of political action and as an act of cognition and therefore as a form of creative activity. Personally I should find it impossible to participate in work which consisted in the mechanical memorizing of ba-be-bi-bo-bu or la-le-li-lo-lu. For this reason also I can not reduce literacy training to a form of teaching where the teacher "fills" the supposedly empty heads of his pupils with words. On the contrary, the subject of the literacy learning process as a cognitive and creative act is in the pupil.

The fact of needing the teacher's help, as is the case in any pedagogical relationship, does not mean that such help, does away with the pupil's creative role and his responsibility in constructing his written language and reading it. In fact both the teacher and the pupil, when, for instance, they grasp an object, feel it, perceive the felt object and are capable of expressing the felt and perceived object verbally. Like me, the illiterate person is capable of feeling a pen, of perceiving it, and of saying "pen". But I am capable not only of feeling and perceiving a pen and saying "pen" but also of writing "pen" and therefore of reading "pen". Literacy consists in the written creation or montage of oral expression. This montage cannot be performed by the teacher for or on the pupil. This is the moment when pupil performs his creative role.

I do not intend to say more here about the complexities of this process, which I have analysed more fully elsewhere. But I should like to revert to one point which I have raised several times in this text because of its importance for a critical understanding of the act of reading and consequently for the task of literacy training which I have marked out for myself. I am referring to the fact that "reading" the universe must always precede reading of the word, and reading the latter implies continuity in "reading" the former. This movement from universe to word and back again is always present in literacy teaching. It is a movement in which the spoken word is born of the world itself through our "reading" of the world. In a sense, however, we can go further and say that the reading of the word is preceded not only by the "reading" of the universe but also by a certain form of "writing" it or "rewriting" it - in other words, of transforming it by means of our conscious practice.

In my opinion this dynamic movement is one of the central features of the literacy process. That is why I have always insisted that the words with which literacy training is organized must be selected from the universal vocabulary of the persons concerned, expressing their real language, their desires, anxieties, demands and dreams. They should be charged with the meaning of their experience of life and not of that of the teacher. Investigation of what I have called the "vocabulary universe" thus gave us the world-charged words of the people. They came to us through the reading of the universe effected by groups of the people. Afterwards they returned to them, grafted on to what I called and still call decodifications, which are representations of reality.

The word brick, for instance, would be included in a pictorial representation of a group of building workers construction a house. But before the oral word of a group of the people was restored to them in written form for comprehension and not for mechanical memorization, we would confront the pupils with a set of coded situations whose decodification or "reading" led to the critical perception of what culture is, through an understanding of the human practice or work which transform the world. Basically, thanks to this set of representations of concrete situations it was possible for the group to "read" a previous "reading" of the world before reading the word.

This more critical "reading" of the less critical previous "reading" of the world enables groups of the people, who are sometimes fatalistic about injustices, to have a different understanding of their needs. In this sense, a critical reading of reality, whether made in the course of a literacy process or not, and primarily associated with certain clearly political actions of mobilization and organization, can become an instrument of what Antonio Gramsci would call "counter-hegemonic action".

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Rajani R. Shirur

## **Development through Nonformal Education Rhetoric and Realities**

Human society is increasingly assuming globalisation with the result that economy is being given far less importance than human resource development. If human development is accepted as the major goal of education, than a great deal of efforts are required to ensure that the poor and the deprived voluntarily seek and gain access to information, knowledge, skills and technology that would enable them to attain development in a sustainable manner. Educational, environmental and fiscal strategies have to be rationally amalgamated with appropriate linkages to resources mobilisation for the purpose of achieving true human development.

### **What is Development ?**

The Human Development Reports (1991-93) have considered human development as the 'process of enabling people to have wider choices. Income is one of those choices, but it is not the sum total of human life: health, education, a good physical environment and freedom of action and expression are just-as important.'

The Eighth Plan also recognises human development as the ultimate goal and accords priority to the generation of adequate employment opportunities, building up people's institutions, controlling population growth, universalisation of elementary education, eradication of illiteracy, provision of safe drinking water and primary health facilities to all, growth and diversification of agriculture and so on. All these, no doubt, ultimately aim at leading to improvements in health, nutrition and general educational status, availability and utilisation of energy, transportation and communication etc. besides generating increased employment opportunities and higher productivity to tackle the problems of poverty and inequality more directly in rural and urban areas.

However, mere provision of services and creation of infrastructures listed above do not guarantee human development unless people acquire the ability, attitudes and conviction to assume various roles as learners, active participants and experimenters. What is more important, therefore, is how well people are prepared to participate in and contribute to the process of development rather than merely enjoying the fruits

of development.

### **Poverty and Inequality as Partners in Under-development**

Under or poor development is considered anti-thesis to development and the former condition is always equated with poverty both in economic and cultural sense. Poverty is a state of economic and social condition arising out of inaccessibility and the resulting non-utilisation or dimly poor utilisation of community's assets and infrastructural facilities by the poor. Poverty is so complex a phenomena that it eludes accurate definition or even a characteristics description valid at all times. It is not a uni-dimensional state of existence which is fully explained by such terms as deprivation, backwardness and underprivileged conditions. It is more simply a chain of cause-effect conditions of deficiency as observed in various symptoms like poor housing, unhealthy living environment, lack of or absence of preventive and curative health care, widespread malnutrition, high infant mortality, lack of transportation, water supply, roads and educational facilities, illiteracy, unemployment or under employment. Unfortunately we fail to diagnose and eliminate the cause of poverty directly.

Further, there are built-in inequalities arising out of differential socio-economic and educational situations and geographical locations of people. The blocking of access to education and resources further leads to poor economic returns and/or poorly paid positions even for the talented poor. This promotes inequality spatially between urban and rural poor; by sex between boys and girls; generationally between the young and the old; and fiscally serving as a transfer channel of subsidies from the poor to the rich. The urban, the rural and the tribal poor being a large majority, their basic needs are seldom met, while the relatively unlimited needs and desires of the rich who form the minority are increasingly fulfilled.

### **Development of the Individual and the Society**

Human development has two important but inseparable components - the individual and the society. In eliminating poverty of individuals their status of education and employment occupy an important position. By education here it is meant to include, besides linguistic skills, development of self-image, greater self-confidence and self-reliance. Education interpreted in this sense, will change their view of themselves and in human development terms, they will move up the hierarchy of self or ego-development.

Whatever be the potential and latent capacities and talents of individuals, it is their attitudes, values and interests which determine what they actually want to learn and achieve. Learning readiness is, therefore, a vital factor for successful

learning and it is one way of considering the issue of securing readiness to cope with impending changes in life styles too.

### **Development of the Society**

It is evident now that development cannot be considered synonymous with economic development alone nor combined with political unless social dimensions of development which is the most critical one, are well integrated. Social development may be conceived of as a condition in which people are progressively integrated by means of common values as well as sharing evenly their rights and privileges.

In a society where there is inequality and injustices that lead to formation of several competing and conflicting groups with vested interests and claims of their own, social solidarity and unity is a utopian ideal. No progressive development is possible in such a heterogenous society, where class, castes and sectoral interests induce one group to dominate over the other. To awaken the consciousness of people for working towards social development, it is essential to raise the educational level of people.

If the context of development is construed in the above sense, that is, to bring harmony between the individual and social development, non-formal education come to occupy a special place and play a decisive role.

### **Nonformal Education for Development**

Illiteracy, ignorance and poverty are always considered as associated factors. It is strongly believed that a nation can create the climate for literacy by directing attention to poverty because poverty is deduced as the underlying cause of illiteracy. In a sense, it is more than true. But to become a literate, what is required is not a mere knowledge of association between illiteracy and poverty but a will and determination to attain literacy and education. It is, therefore, essential to help people not only to perceive and/or demonstrate the relationship between education and economic status but synchronise with the development of strong will and proven ability to break the chain of poverty through their own sustained efforts. Such course of action will certainly initiate people to seek for literacy and education on their own. The above conditions and contexts will accord recognition to nonformal education and justification for shifting our major thrust from formal to nonformal system.

Nonformal education is a distinctive field of education that emerged in the early 1970s, and has since been striving to make an impact on various development-oriented policies and programs. Nonformal education is an organised educational activity built into the life and work of people in order that their diverse learning

needs are fulfilled as and when required. It is an important means of removing the built-in inequalities of the formal educational system which overlooks the needs of the poor, the illiterate and the unemployed.

### **Issues of Concern in the Approach to NFE**

A learning society requires institutions and environment which provide a sense of personal recognition and a feeling of being valued so that people develop personal goals and prides of achievement. Current practices in adult and nonformal education unfortunately fail to appeal people and achieve sustenance. They only induce negative responses in illiterates as if they are made pawns in some one else's game; it affronts their deep sense of personal identity; people often feel helpless and hopelessly frustrated; they feel that they are unnecessarily being pushed around and are incapable of preventing it. This being so, it makes them totally indifferent and unresponsive to all efforts of literacy and nonformal education.

Even if any of the consciousness -raising programs are found successful, most of these remain misdirected in the sense that learners find it convenient to understand and claim their rights and demands rather than realising and fulfilling their obligations and responsibilities. It appears that the strategies of nonformal education so far practised are probably improper and ill-matched resulting in illogical and undesirable consequences.

It is no small wonder then that most of our literacy and nonformal education efforts in the past have failed. If so, we have to find answers to such issues as 'what possibilities are there to find a way out of their frustrations, indifferences and misdirections to learning? How are we to help people re-emerge and take a decision to raise their personal values and images?'

If adults have to demonstrate their competence to seek, give and use information and knowledge, first of all they have to be helped to acquire the ability and conviction and readiness to assume the role of a learner.

While determining the levels of literacy and education required to be achieved for increased social awareness and removal of social inequalities and injustices, we need to answer two major questions. What do people want to do with their gains of literacy and social awareness? How can they be helped to help themselves as individuals and as groups? Satisfactory answers could be provided to these questions only when adequate and meaningful opportunities are provided to them to use their gains of literacy and awareness. Something has to be done about what they want to do with the linguistic skills when obtained.

A partially satisfactory solution to the above issues could be obtained if

literacy, nonformal education and consciousness raising programs are integrated into various development programs like Integrated Rural Development Program (IRDP), Jawahar Rojagar Yojana (JRY), Training Rural Youth for Self Employment (TRYSEM), Rural Sanitation Programs, Development of Women and Children in Rural Areas (DWCRA), the Urban Basic Services Scheme (UBSS), the Scheme of Urban Wage Employment (SUWE), the Scheme of Urban-Micro-Enterprises (SUME) and so on. Instead of initiating literacy and Nonformal Education Programs separately in isolation and then attempting to link them up with development programs, it is desirable and beneficial to make literacy and nonformal education as essential components of various socio-economic programs. Moreover, the image that the above cited programs have developed as 'government programs' can also be wiped off.

It is also useful to look around for a possible answer to another important issue : 'How to make nonformal education system work or what conditions and environment are desirable to make the system work effectively so that human development is possible ? This question can be answered in two parts:

- a) the nonformal education can work effectively for achieving development only if the context in which it functions is healthy ie. it derives its generative power from a physically, economically, educationally, morally and politically healthy setting;
- b) the nonformal education system can work effectively only if the constituent elements or members are enabled to interact with one another and coordinated with ease in an atmosphere of freedom without any outside pressures and control. It is the nonformal' education system that assigns value-linked roles and functions to its constituent members.

True development of human potential depends on how well the people who are partners in the process of development participate and contribute to it. It is necessary, therefore, to reconsider the concept of development so long held, for the new and emerging concept clearly indicates that people have to acquire self-reliance, develop capability to participate and contribute in different ways and make corporate decisions for which education lays the foundation. The concept of development will then imply revision and restructure of both individual and institutional structures, goals, objectives, functions and activities which would, in turn, facilitate and improve participation. The wider the level of participation, the scope for sustainable development gets correspondingly enlarged.

Nonformal education is thus an appropriate means by which large number of people are prepared to work towards achieving development. It is an honest attempt to spread educational opportunities to every one and if accompanied by infrastructural and other related facilities and welfare programs, it will certainly ensure human development.

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## **Training of Total Literacy Campaign Functionaries : Some Considerations**

Organisation of Total Literacy Campaign (TLC) in a specific area and its success or failure in achieving stated aims depends to a large extent on the training strategy adopted to create a manpower dedicated for the cause of eradication of illiteracy. The general strategy adhered in accordance to National Literacy Mission (NLM) norms is to follow a four tier structure within each area. This structure envisages training of Key Resource Persons (KRPs) at district level, Resource Persons (RPs) at sub district level, Master Trainers (MTs) at segments within sub-district units, and Voluntary Teachers(VTs) at village or sub-village level. Persons occupying these four positions are expected to perform different roles and responsibilities and, therefore, their training should be considered as a process of equipping them in skills and knowledge to perform these roles. Training aspects like selection, duration, curriculum and local need to be considered before actually launching TLC in an area. Following points may be helpful in deciding actual course of action to be taken with respect to organising training of TLC functionaries at different levels.

### **Key Resource Persons**

Once District Literacy Committee (DLC) is constituted and a proposal of TLC organisation is sanctioned by NLM, it becomes imperative that DLC broaden its manpower base with individuals capable of actually translating the aim of total literacy into specific targets and acting in accordance with these. For this purpose, KRPs needs to be persons of high enthusiasm, with a sense of dedication to society and of above intellectual skills. In addition they ought to have a feel of the grassroot

situations prevailing in an area and should be both physically and mentally ready to take on these situations and turn them in favour of the cause of literacy. KRPs are expected to be active in TLC in two ways. Firstly, as members of DLC they are expected to provide an academic-intellectual dimension to TLC organisation, and secondary, they have to act as trainers of RPs as well as supervisors and guides to them. These roles have implications not only for their selection, but also for the duration and curriculum of their training. Following points need to be considered in relation to selection of KRPs.

- Education
- Availability of time for literacy work
- Involvement in intellectual academic-activities
- Inclination to social activities

It is needless to emphasise that a person to be selected as KRP should be highly educated, as an uneducated or poorly educated person will not be able to contribute much in the decision making process in TLC as well as in the actual conduction of training of RPs/MTs/VTs. Involvement in intellectual academic activities may be viewed as an additional quality contribution to the potential of 'thought' process in TLC organisation and training situations. The person to be selected as KRP should be one with complete identification with the area as until and unless a sense of belongingness is present among KRPs, the likelihood of emergence of the flow of an 'inner drive' will be quite low. This belongingness also finds expression in inclination to participate in social activities. A person of high educational qualifications, but with poor sense of belongingness and being merely confined to his limited sphere of intellectual-academic or professional activity, is to a large extent useless for the work of TLC.

Availability of time for literacy work is another important consideration. TLC operates on a 'Campaign Model', in which a large number of persons get involved. Meetings organised in distant villages, supervision of learning 'centers', maintaining regular contact with people etc. place heavy demands on individual's time. It is essential that while KRPs are being selected, time available with each of them for literacy work should be considered. There are provisions to involve inservice persons on 'secondment' basis for TLC work but care should be taken that only capable, enthusiastic, active and only those who are really interested in literacy work, should be selected through this channel.

The length of training in terms of number of days and the intensity of training in terms of quality and range of activities, as well as number of hours of active training sessions, are important considerations. Through training we want to not only provide 'Knowledge' but we also want to 'Motivate' participants for literacy work, as well as to develop a sense of team work among them. It may be noted that while

providing knowledge about TLC's organisational structure, its management information system, teaching method, text-books etc. is relatively simple task, the later objective pertaining to motivation and development of team spirit is difficult to attain. The duration and intensity of training programme become significant in this respect. It may be stated on the basis of experience of field work that a longer duration and residential nature of training facilitates attainment of this objectives. Six to seven days of 'Living together' and discussing through formal and informal mutual interaction the various aspects of literacy, coupled with participatory group activities like slogan raising, chart/poster making, chorus singing, writing short stories/poems/streets plays, organising processions, simulated and actual literacy teaching and similar activities, seem to be capable of successfully involving people for literacy work. However, care should be taken that before actually imparting the knowledge related content of TLC to participants and trying to motivate them, it is always better to organise long brain storming sessions of questions and answers from participants to remove doubts from their minds. Once convinced about importance of literacy work and after expression of their initial queries in group situation and satisfaction of these by group members and the training team, the actual knowledge imparting aspect, intermixed with participatory group activities, should be undertaken. All this is being highlighted to point out that intensity and length of training is an important aspect of organisation of KRP training and no undue compromises, which will be sought and sometimes pressed by participants, should be made on this account. The success of this rigorous training may be experienced on the closing" day, when most of the participants will like to extend it for one or more day.

Curriculum of KRP training programme includes two aspects. The first aspects refers to a process of delearning what has already been learned. Indian social, economic, political and general administration related situations, as these exists today, have given experiences which facilitate development of peculiar attitudes and beliefs. These attitudes and beliefs are most often negative and not conducive for literacy related work. We have become sceptical of any new idea, distrust each other and tend to be self-centered to a large extent. This peculiar bent of mind makes us reluctant to acquire the role inherent in TLC related work for KRPs. The curriculum should be so designed that at the beginning of the training, delearning of such attitudes and beliefs takes place. It is only when trainers of KRPs become successful in initiating this process of delearning and in actually convincing people to the importance of literacy work as well as the role of self-less voluntary service in it, that the process of relearning takes place. A significant proportion of time should be provided for delearning process to take place and trainers need to pay due attention to this aspect. Activities like 'question-answer sessions', group discussions in small groups' may be envisaged to facilitate the process of delearning in TLC training.

Relearning new roles and related knowledge and skills is the second essential

aspect of training of KRPs. It includes acquisition of knowledge related with literacy programme of the area and should entail with it components like structure, management-information system, teaching methods, text books, evaluation, supervision etc. Teaching of these components should be carried out through mutual interaction and discussion, and in no case it should become lecture oriented. One aspect which needs to be highlighted is that most often TLC related components like structure, management-information system, organisation of teaching learning situation, supervisory and evaluation procedures etc. remain undefined at the time of KRP training. However, it does not mean that these areas should be left out from the curriculum. On the other hand, these aspects may be evolved and defined through the help of KRPs in their training sessions. Specific, well defined policies should be formulated at this stage as vagueness on this part is very much likely to deteriorate the training programme of RPs, MTs and VTs to be conducted directly or indirectly by KRPs.

The question that where should KRP training be organised, refers to the locale of training. While it is obvious that location of training needs to be decided in relation to availability of residential and other facilities, it also has bearing on the selection of KRPs. If KRPs are selected from district headquarter only, which is the most common practice, then training location remains a place at headquarter itself. However, if people from sub-district units are also selected in the group of KRPs, then this location may be shifted to a more central point with adequate facilities. It should, however, be emphasized that residential nature of training will definitely add to the intensity of training and selection of location should be done so that both trainers and all the KRPs live together for the duration of training.

### **Resource Persons**

While KRPs represent a group of dedicated persons at district level, Resource Persons (RPs) constitute the training and academic group at sub-district level unit. Through RPs we want to take TLC campaign to sub-district level. Their training is in no way of less significance and before actually conducting it KRPs should discuss in detail matters like selection, curriculum, duration and location of RP training. This discussion is essential in view of peculiar situations prevailing in different districts. Care should be taken that through such discussion concrete policies should be formulated and recommended to DLC's main decision making body.

Selection of RPs may be viewed as a process of involving people of right kind for literacy work at sub-district level. RPs are mainly responsible for training of Master Trainers (MTs), supervision and guidance of MTs and VTs, and for providing

valuable suggestions to sub-district level literacy committees. Much of the discussion carried out in relation to selection, duration, curriculum and locale of KRP training applies to RP training as well. However, it needs to be emphasised that RP training should give special emphasis on teaching method and motivational, participatory group approaches. A RP well versed in teaching method to be adopted and capable of motivating MTs to a high degree may only be successful in organising MT training and, later, in supervising them. It will be of much use to select RPs from different segments of the sub-district unit in a manner that from each segment atleast two or more RPs get represented. This will help in continuous supervision/guidance of MTs by them. The duration of RP training should be equal to, or if possible longer than, the duration of KRP training. This training should be residential in nature. The training of RPs needs to be conducted by a group of KRPs consisted of 2-3 members. It is essential that in order to ensure uniformity in quality and coverage of different topics, a time schedule with elements of flexibility should be prepared for KRPs to follow. This is also true for training at other levels. The training needs to be interactive, participative and activity oriented as in the case of KRP training.

### **Master Training**

Master Trainers (MTs) are the trainers-cum-guides of Voluntary Teachers (VTs), who really bear the burden of literacy work. They should be selected from socially active persons based in villages. Selection of MTs should not be done in an arbitrary manner from above. Instead the village community, KRPs and RPs should be involved in this selection procedure through organising discussion groups, meetings and environment building activities. The persons to be selected as MTs should be commanding a position of respect in the community and should be able to organise a team of motivated voluntary literacy workers in the area. It is a common practice to select MTs from one or other government department, but this practice may not yield desirable results in view of the fact that such persons stand a chance of remaining alienated from the community. The selection of MTs should be carried out in such a manner that one to three MTs, as the case may be, are represented in the group from each village cluster within a sub-district unit. In this manner these MTs may be assigned the leadership role in their respective village and organise and motivate VTs therein. Age and educational status wise composition of MTs should also be considered in selection procedure. A MT is required to meet people, both learners and other village opinion leaders, and convince them with significance of literacy work. His age, education, social status and sense of belongingness should be in accordance with this requirement. It seems to be a better practice that RPs, directly in charge of village clusters and segments within sub-district units, are directly involved in selection of MTs.

Organisation of MT training should be undertaken at a place located in center

of the village cluster under consideration. This will also help in building environment conducive for literacy. The locale should have adequate boarding and lodging facilities. Residential training is definitely more effective in motivation and development of a sense of team work. However, care should be taken that it is organised in a manner to facilitate cordial environment. Transparency and participation in organisation and expenditure etc. should be observed.

Curriculum of MT training also needs to emphasise both delearning and relearning aspects. Negative attitudes should be first removed through open discussions and question-answers, followed by relearning about structure, management, teaching method, information collection and processing, environment building, supervision etc. The role of participatory group activities, e.g. slogan raising, short story/poem/street play writing, simulated literacy teaching sessions, processions and visits to villages for environment building and practice of teaching method, have significant role in motivating MTs. All these activities should be included in the training curriculum of MTs.

### **Voluntary Teachers**

Voluntary Teachers (VTs) should be selected in adequate numbers from within the village themselves. Master-trainers should be directly involved in the selection of VTs as they are more likely to have feel of people available in these villages. VTs are required to teach adult learners of both sex, those belonging to different castes and class categories, and of differing age. VT's age, sex, caste, socio-economic class and educational status become significant in selection procedure. In general, it may be stated that VTs should be in a position to convince adult learners in his charge with the significance of literacy, and should be able to organise adult learning 'centers' in his/her own house or in the house of any one learner or at some common place in the village on a mutually convenient time. These role requirements of VT exclude persons not residing in the village itself. Age and sex need to be decided in terms of composition of learning group. Selection of VTs is a crucial activity in determining success of TLC in an area and due care should be given to it. Village level voluntary organisations may be involved for identification of VTs in the village.

VTs mainly remain engaged in three activities. First, they act as literacy teachers to adult learners. Second, they maintain records and communicate literacy related information on prescribed proformas to village literacy committee. Third, they interact with other villagers and often face their resistance to literacy work. Their training curriculum as well as organisation of their training should equip them with skills to carryout these functions in an effective manner. For this they should not only be made efficient in teaching method, but should also be made aware of the utility of adopting the particular method (word and sentence method) in lieu of

traditional alphabetical method. Much of the training time of VTs should be devoted to this aspect. They should be made well acquainted with the text book, evaluation of learner's progress and inherent aims of teaching any single unit of the text book. All these aspects should be dealt with intensively during VT training. Teaching method in general and teaching of each unit in particular should be practiced during training in simulated as well as real situations.

Due training time should also be devoted in familiarising VTs with different records to be maintained by them. Information proformas to be filled by them need to be discussed in detail and any vagueness on this account should be removed during training itself.

The third role requirement of VTs is also very significant. In a village, depending on the number of learners, there are only a few VTs trying to kindle the light of literacy. Often other villagers do not feel associated with this work and try to discourage them in a direct or indirect manner. This implies that motivational aspect of VT himself should be strengthened and attempts should be made to make a conducive environment in the village. Though environment building is a separate activity in TLC organisation, but much may be done through VT training in this context. VT training should not only be organised as nearest as possible to the village, but in addition to the persons selected for VT's role this training should also aim to educate and motivate all concerned villagers, particularly village elders and opinion leaders. For this VT training should extend to the villages in the form of meetings and discussions to evolve consensus among all with regard to significance and utility of literacy work. VT's motivation and development of a sense of team work among VTs should be an essential component of VT training. Participatory group activities, mentioned earlier, need to be utilised to the maximum extent to heighten VT's morale.

Curriculum requirements of VT training make it imperative that duration and nature of training should allow sufficient interaction time between MTs and VTs. A training duration of 5-6 days is essential. Residential nature of training, though not always feasible, would definitely add to its effectiveness.

It should also be mentioned that training programmes of TLC functionaries should have guidance/supervision provisions of suitable nature. Thus, it is essential that RP training should be supervised by training group of KRPs. KRPs should supervise MT training being given by RPs, and VT training being given by MTs should be supervised by KRPs and RPs both. The extent to which this guidance and supervision is facilitated in training organisation will determine the success in organising a team of dedicated, enthusiastic, active work force to wipe off the stigma of illiteracy from a specific area.

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## **Impact of Literacy on Socio-Economic Conditions of Rural Poors**

### **Introduction**

Level of literacy is one of the most important ingredients of human resource development in an agrarian country like India where more than 70 per cent population lives in villages and 52.11 per cent are literates in which 63.86 per cent males and 39.42 per cent females. India is unable to solve its illiteracy problem by formal education system alone. Realizing its importance the Government of India launched a National Adult Education Programme (NAEP) on October 2, 1978, covering the entire country (25 states and 7 union territories). To increase literacy under the New Education Policy of operation black board (1986) accorded a very high priority to the programme of universalisation of elementary education to ensure essential minimum education to all children upto the age of 14 years. To accelerate the Adult Education Programme, the National Literacy Mission (NLM) was also setup on May 5, 1988 aimed at achieving 80 per cent literacy in the 15-35 age group in the country by 1995.

Considering urgency to assess the achievement of NLM, a study was conducted in five village of Jaunpur district of U.P.

The literacy percentage of this district is 47.70 per cent (58.67 per cent males and 35.86 per cent females). In district Jaunpur, NAEP came into existence in 1983. There were 300 NLM centres in this district with 9000 enrolled participants. In each centre there is one instructor for teaching 30 participants.

### **Research Methodology**

The study was conducted with a sample of 50 participants, 50 non-participants (illiterates) and 20 executives and instructors who were engaged in NLM programme. Stratified random sampling technique was used for the selection of respondents

The study was based on the following objectives :-

1. The level of literacy achieved and its impact on socio-economic conditions.

2. Problems and constraints affecting to follow up the National Literacy Mission Programme.

**Findings and Discussion**

It is clear from the table 1 that only 38 per cent respondents were those who could sign only and 12 per cent could read before participating in the mission. But after participation in the National Literacy Mission (NLM) cent per cent either would sign or read only. So far as the case of writing, reading plus writing is concerned there were no any respondent who could be able to write, read and write both before inclusion in the NLM. But after participation in the NLM 88 and 86 per cent were found capable of writing only and read and write both, respectively. This shows significant achievement in the level of literacy among participants.

**Table - 1**  
**The level of literacy achieved**

S. No.	Category	Position before inclusion N=50		Position after inclusion N=50	
		Frequ-ency	%age	Frequ-ency	%age
1.	Can sign only	19	38	50	100
2.	Can read only	6	12	50	100
3.	Can write only	0	0	44	88
4.	Can read and write both	0	0	43	86

The table 2 reveals that nearly 90 per cent participants became capable of recognizing and writing Hindi letters and numeracy alongwith English numeracy which were taught by the instrctors. Regarding games, training, disease and its cure, balanced diet and sanitation results indicate that level of desired achievement is of high significance and programme of literacy has great success.

**Table - 2**

Recognizing alphabet and numeracy, awareness towards game, training, disease and its cure, balanced diet and sanitation :

S. No.	Particulars	Participants (N=50)	
		Frequency	Percentage
1.	Hindi letter and numeracy	45	90
2.	English numeracy	46	92
3.	Games	50	100
4.	Training : (a) Lecture	46	92
	(b) Vocational	30	60
5.	Disease and cure	45	90
6.	Balanced diet	46	92
7.	Sanitation	50	100

### **Impact of Literacy on Socio-Economic Conditions**

Findings in respect of farm power possession revealed that maximum (72 per cent) literate respondents were having one-two draught animals followed by 18 per cent having 3-4 draught animals and minimum 10 per cent with no draught animal. But in case of illiterate respondents it was maximum in case of 1-2 draught animal and least 8 per cent having 3-4 draught animals. 76 per cent literate respondents were having social participation whereas only 52 per cent illiterates had social participation.

The occupational behaviour showed that the maximum literate respondents (54 per cent) were cultivators followed by 42 per cent being agricultural and non-agricultural occupation and 4 per cent were agricultural labour, while in case of illiterate respondents maximum (50 per cent) were under the agricultural and non-agricultural occupation followed by 40 per cent cultivators and least 10 per cent agricultural labour.

The maximum 56 per cent literate respondents were having income above Rs. 5000 and lowest literate respondents (14 per cent) obtained annual income below Rs. 3000, whereas, in case of illiterate respondents, the maximum (44 per cent) had annual income of Rs. 3000-5000 and lowest (26 per cent) illiterate respondents

above Rs. 5000 per annum. The maximum (92 per cent) literate respondents were having village level social contact followed by 72 per cent block level contact and only 30 per cent having district level contact. Similarly, in case of illiterate respondents.

**Table - 3**

Farm power possession, social participation, occupational behaviour, income achievement and social contact (N=100).

S. No.	Socio-economic Characteristics	Number of respondents		Chi-square (X <sup>2</sup> ) value
		Literate (N=50)	Illiterate (N=50)	
<b>1. Farm power</b>				
(i)	No draught animal	05(10)	16(32)	7.20 **
(ii)	1-2 draught animal	36(77)	30(60)	
(iii)	3-4 draught animals	09(18)	04(08)	
<b>2. Special participation</b>				
(i)	No affiliation with any organisation	12(24)	24(48)	6.34**
(ii)	Membership of only one organisation	28(56)	20(40)	
(iii)	Membership of more than one organisation	10(20)	06(12)	
<b>3. Occupational behaviour</b>				
(i)	Agriculture	27(54)	20(40)	0.64NS
(ii)	Agricultural labour	02(04)	05(10)	
(iii)	Agriculture & non-agril.	21(42)	25(50)	
<b>4. Income group</b>				
(i)	Below Rs.3000 p.a.	07(14)	15(30)	9.72**
(ii)	Rs.3000-5000 p.a.	15(30)	22(44)	
(iii)	Above Rs. 5000 p.a.	28(56)	13(26)	
<b>5. Special contact</b>				
(i)	At village level	46(92)	42(84)	2.41NS
(ii)	At block level	36(72)	25(50)	
(iii)	At district level	15(30)	08(16)	

(Figures in the parentheses are percentages)

\* = Significant at 0.05 level of probability

\*\* = Significant at 0.01 level of probability

NS = Non-significant

the maximum 84 per cent respondents had village level contact, followed by 50 per cent block level and 16 per cent district level contact.

Thus, it can be statistically stated that there is highly significant association between farm power possession and literacy. A significant relationship was found between social participation, income group and literacy, where in contrast, there was observed no significant association of occupational behaviour, and social contact behaviour with literacy of the respondents.

**Problems and Constraints**

Most of the executives (cent per cent) faced problems due to weak financial support and arrangement of instructors followed by incoherence among participants (85 per cent), programme not based on learner's need (75 per cent), it was supported by Singh (1983).

**Table - 4**

Problems and constraints faced by executives and instructors (N=50)

S. No.	Particulars	Per cent
1.	Caste of the respondents	20
2.	Programme not based on learner's need	75
3.	Weak financial support	100
4.	Arrangement of instructors	100
5.	Social customs and traditions	40
6.	Early marriage	35
7.	Unavailability of instructors on the basis of age	50
8.	Preference to boy's education	25
9.	Incoherence among participants	85

Problems faced by executives due to unavailability of instructors on the basis of age ( 50 per cent) and both executives and instructors faced problems due to social customs and traditions (40 per cent), early marriage (35 per cent), preference to boy's education (25 per cent) and caste of the respondents (20 per cent). It was also supported by Mukerji (1969).

Thus, it is clear that the National Literacy Mission's executives and instructors are terribly facing financial problems.

**Table - 5**

Problems and constraints faced by respondents (N = 50)

S. No.	Particulars	Per cent
1.	Social customs and traditions	54
2.	Poor quality of learning materials	56
3.	Untimely supply of teaching materials	50
4.	Unsatisfactory environment	48
5.	Early marriage	16
6.	Lack of mobile library	50
7.	Instructional arrangement	30
8.	High socio-economic status people's involvement in the mission	30
9.	Programmes not based on learners need	90
10.	Non-involvement of people in the programme	50

The table 5 indicates that majority of respondents (90 per cent) were facing problem due to the programme being not-based on learner's need followed by 56 per cent facing the problem due to poor quality of learning materials, 54 per cent due to social customs and traditions, 50 per cent respondents facing the problem of untimely supply of teaching materials, lack of mobile library and non-involvement of people in the programme, 48 per cent were facing problems of unsatisfactory environment, 30 per cent lack of instructional arrangement alongwith high status people's involvement in the mission and only 16 per cent facing problems of early marriage.

Thus it is clear from the table 5 that mostly respondents were facing the problem of attitudes as high socio-economic status people's involvement in the mission and poor quality of learning materials.

### **Conclusions**

From the foregoing findings, it can be safely concluded that literacy has achieved upto a high significant level under NLM. The literacy has a positive effect on the social participation, occupational behaviour, material possession, social contact and also has increased the level of income of literate group. Since, long-terms development of human resource can be obtained only by the increase in national literacy rate, can only be achieved by different governmental, non-governmental and voluntary organisations and the need to have better educational facilities in rural areas can not be over emphasised.

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## Adult Education News

### Motivation of Volunteers

A discussion on motivation of volunteers was organised by the Indian Adult Education Association (IAEA) in New-Delhi on January 11, 1994. Dr. Mridula Seth, Department of Human Resource Management and Extension, Lady Irwin College, New Delhi delivered the key-note address on Motivation of Volunteers in USA. Smt.Kamala Rana, Associate Secretary, IAEA presided.

Dr. Seth said that voluntarism and community leadership are services which are desperately needed with today's resource limitations. Many a time a volunteer could do a job which paid worker might not be in a position to do, she said. But this, could only be possible if they are properly trained before being sent to the field and the training should be continuous one and not one time affair. She also emphasised the need for allotting time for socialising in the training events.

She said that in USA volunteers are giving their services for health, education, social service, community education, recreation etc. These volunteers, she said, are performing such duties as assisting the elderly, tutoring illiterate adults, teaching Sunday schools, raising funds, answering phone calls, driving people from one place to another, etc.

According to study, about 48 per cent of Americans aged 14 and other do some kind of volunteer work. The volunteers she said should be involved in selecting or designing their skills. Describing the job descriptions, she said each volunteer job should have a title that is descriptive of the duties and which sounds interesting. The job description should specifically indicate the degree of flexibility i.e. starting and finishing times for a job assignment.

Dr. Seth underlined the need to recognise the services of the volunteers. She said "recognition must be regular and frequent".

She said that elderly people and women are participating in large number in the United States as volunteers. India too should properly utilise the service of the senior citizens, she opined.

Smt. Kamala Rana in her presidential address said that housewives have not been properly utilized in the literacy programme in India so far and it is high time to utilize their services in a meaningful way. She said sustained planning is needed to motivate the volunteers and to utilise their services in the literacy programme.

Earlier, Shri J.L. Sachdeva, Director, IAEA in his welcome speech said that volunteers are being involved in large number in Total Literacy Campaigns and it is high time that proper recognition is given to them to sustain their interest in the programme.

Shri B.R. Vyas, Member Executive Committee, IAEA and former Additional Director (Education) Delhi Administration summing the discussion said that socio-economic factors contribute a lot in motivating the volunteers. If these factors are favourable in a place, the number of volunteers will be more. He said attack on poverty and illiteracy should be simultaneously made so as to achieve the objective of Education for All by the year 2000.

### **Education a Societal Responsibility**

The Delhi Declaration of the Education for All summit said that Education was, and must be a, societal responsibility covering government, families, communities and non-governmental organisations as education required the commitment and participation of all in a grand alliance that transcends diverse opinion and political positions. It pledged to achieve the objective of universalising primary education for all boys and girls by the turn of the century or even before.

The summit of nine high population countries having half of the world's population and 70 per cent of world illiterate which concluded in New Delhi on Dec. 16, 1993 put education and empowerment of girls and women on top of the global agenda. It was signed by Indonesian President Suharto, India Prime Minister P.V. Narsimha Rao and seven other representatives of Bangladesh, Brazil, China, Egypt, Mexico, Nigeria and Pakistan.

The declaration described education and empowerment of girls and women "as key factors in contributing to the social development, well-being and education of present and future generations, expansion of the choices available to women for the development of their full potential.

The declaration expressed the determination of the nine participating countries in the summit to eliminate disparities of access to basic education on account of gender, age, income, family, cultural, ethnic and linguistic differences and geographic remoteness. It sought to achieve its EFA objectives through an integrated strategy or basic education for all people.

While the declaration expressed the commitment to tally all sections of the respective society of participating countries towards, EFA, it called upon

international collaborators to raise substantially their support for basic education services.

Since successful education programmes required complementary and convergent action on adequate nutrition, effective health care, and appropriate care and development of the young child, the declaration urged international financial institutions in the context of structural adjustment programmes underway in most of participating countries, to recognise education as a critical investment which need not suffer from pre-determined ceilings.

The framework for EFA action, adopted for implementing the Delhi declaration called for giving greater authorities to communities and parents and making the school more accountable to the community for its performance. In its guidelines for action in basic education it noted that developing and applying clear performance criteria for head teachers and teachers and supporting them to improve their capabilities and skills to exercise authority and responsibility were necessary.

Expressing itself in favour of offering initial instruction in the mother tongue where bilingual instruction is necessary the action framework also recommended that a small multi-grade schools be introduced in the sparsely populated areas to reduce the distance between the child and the school.

Stressing on the need for flexible non-formal education programme for various disadvantaged sections of society it said these should include the use of parameters from the community, flexible annual calendars, active community and parental involvement, simplified curriculum containing essential learning and life skills, use of local languages in initial instruction, NGO community partnerships, provision for setting intermediate goals in expanding early childhood care opportunities, improving enrolment and completion rates in primary education, reducing dropouts and repetition rates, increasing achievement level in primary education and expanding well targeted adult education programme.

Noting that international assistance to education has traditionally been a low percentage of total assistance, the action framework called for raising it but at the same time stressed on raising domestic investment.

It called for promoting cooperation among the nine countries and beyond in achieving the EFA objective. It said a joint initiative on distance education was badly required. Indeed, the nine participating countries agreed to work in collaboration on a distance education initiative in the area of enhancing training of teachers and other personnel and to better reach neo-literates and marginalised groups.

Noting that the area of sharing of experience among the nine countries required to be systematised the action framework said another summit could be covered at the initiative of one of the countries at or before the end of the decade to review progress and set new goals. It stated a specific network involving the nine countries could be established with active support of UNICEF, UNESCO, UNFPA and the international community. This network could organise ministerial or senior official level meetings to discuss the achievement of EFA in the intervening years before 2000.

### **Role of Media in Popularising Education**

A three day workshop on the role of Media in Popularising Education was organised by the State Resource Centre of University of Kashmir from 20-22 January, 1994 at Jammu.

It was inaugurated by the Kashmir University Vice-Chancellor, Mr. Ajit Kumar. Prof. Y.R. Malhotra, Vice-Chancellor, Jammu University and Mr. Balraj Puri, a human rights activists, were also present at the inaugural session. Mr. Asad Zaidi, Mr. M.K. Raina, Mr. Krishna Kumar & Mr. V.K. Raina participated as resource persons in the workshop.

Welcoming the delegates, Prof. A. G. Madhosh, Director, SRC said that the main objective of the workshop is to create and build a meaningful awareness among the media persons in the literacy campaign and explore occasions and strategies to make this task a big success", he said.

In his inaugural speech, Mr. Ajit Kumar, Vice-Chancellor spoke about various hurdles which impede the success of literacy campaigns/schemes and the spread of education in J&K State. Pointing to high drop-out rate in the State, he observed that the following were the reasons for it :

1. Lack of attention from teachers toward students,
2. Lack of parental interest in getting their wards educated, and
3. Uninteresting school curriculum.

Mr. Ajit Kumar saw NGOs, voluntary workers and educated people's role as pivotal in making the literacy a real success, adding that everyone who has any interest in the programme also must contribute his bit.

Prof. Y.R. Malhotra, Vice-Chancellor, Jammu University who also spoke on the occasion felt that students of colleges and universities had a major role to play in popularising literacy programmes.

Mr. Balraj Puri saw women as catalysts in the process of spreading education and emphasised upon educating women as the first task. Mr. Puri also discussed the problem of unemployment. He said that education and employment should not oppose each other but one must help further the cause of the other.

### **Rs. 2423 Crore for Education in 1994-95**

A sum of Rs.2423 crore has been budgeted for Education in 1994-95. This is Rs. 231 crore more than the amount provided for in 1993-94.

There has been a Rs.80 crore increase in the budget for elementary education from Rs.443 crore last year to Rs. 523 crore this year. The teacher training programme gets Rs.215 crore and non formal education Rs.131 crore. There is an increase of Rs. 20 crore for Navodaya Vidyalayas (to provide quality education for talented children in rural areas). The 339 Navodaya Schools get almost Rs.202 crore as against Rs. 185 crore for the 794 Kendriya Vidyalayas.

The University and higher education budget has gone up from Rs. 546 crore to Rs. 587 crore and resources for adult education will go up from Rs. 170 crore to Rs. 215 crore.

As a part of the programme for development of the north eastern region, for the first time Rs. eight crore has been allocated for setting up regional institute of Science and Technology at Itanagar.

The World Bank will provide Rs. 620 crore for UP basic Education Project designed to strengthen primary schools, non-formal education, teacher training and women's education. The UP Government contribution will be Rs. 108 crore.

The Bihar, MP and Rajasthan Governments are also getting international assistance to strengthen primary education, non-formal education and adult literacy programmes so as to achieve the objective of 'Education for All' by the year 2000.

The budget of Department of Culture under HRD has been cut from Rs.184 crore in 1993-94 to Rs. 179 crore in 1994-95.

The budget for department of women and child development has gone up from Rs.622 crore to Rs. 705 crore.

The budget for ICDS (Integrated Child Development Service) has been increased from Rs.473 crore to Rs. 536 crore.

## **India, US to work for adult literacy**

Indo-United States Sub-Commission on Education and Culture in its 20th anniversary joint session, identified adult literacy as an area of common interest and decided to synthesise experiences on strategies for community involvement and participation for a decisive thrust to the literacy programme underway in India.

Wrapping up the discussions in Vigyan Bhavan in New Delhi, co-chairman of the sub-commission Ram Niwas Mirdha said : "We want to familiarise ourselves with the American experience in making education available to people of diverse ethnic origin, with their different language and cultural affiliations.

He was of the view that the effort underway in the United States to familiarise the immigrants with "the metaphors of the country", could set new directions for the literacy drive in India.

Talking to the members of the sub-commission, a day earlier, Prime Minister P V Narsimha Rao stressed that a strong literacy programme must precede the Indo-US Education and Culture Sub-commission's thrust for information technology transfer.

He said information technology would be successful only when the bulk of Indian society was literate. Hence, literacy and information technology should go hand in hand.

## **International Conference on Population and Development**

The International Conference on Population and Development will be held in Cairo (Egypt) on September 5-13,1994. The theme of the conference will be the interconnections between population, sustained economic growth and sustainable development. Within this overall theme, six issues have been highlighted as requiring particular attention in the next decade.

- a) Population growth and the change in demographics , particularly questions of ageing populations;
- b) Population policies and programmes with a emphasis on national and international mobilization of resource for developing countries;
- c) Inter-relationships between population, development and the environment;
- d) Distribution of population and the socio-economic factors involved in the internal migration, the impact on urban/rural development and the consequences of international migration;

- e) Population and enhancing the roles and socio-economic status of women with particular reference to women's access to resources and the provision of services :
- f) Family planning programmes, health and family well-being.

The world has been witnessing a rapid growth in population over the past 50 years. The world's population has increased from 2.7 billion to 5 billion, as a result of positive changes leading to a reduction in human mortality rate. Current projections place global population in the area of 10 billion by the year 2050 as opposed to the 5 billion of today. Population growth is expected to lessen and stabilize at about 11 or 12 billion by the year 2100.

### **ICAE World Assembly**

The World Assembly of International Council for Adult Education (ICAE) will take place in Cairo, Egypt on September 15-21, 1994. The theme is **Women, Literacy and Development : Challenges for the 21st Century**. Broad topics of discussion will include :

- \* Addressing the incidence of high school dropout among girls and the illiteracy rate among women.
- \* Addressing the problems of women face accessing literacy programmes.
- \* Examining the effects of women's marginalization and factors inhibiting them from participation in society.
- \* Planning for the Fourth World Conference on Women, Beijing, 1995.
- \* Supporting the Egyptian National Campaign for the Eradication of Illiteracy.

Further information : Ana Maria Quiroz, General Secretary, International Council for Adult Education, 720 Bathurst Street, Suite 500, Toronto, Ontario, Canada M5S-1Z11.

**I.A.E.A. BOOKS IN ENGLISH**

	<b>Rs.</b>	<b>P. US</b>
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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 lifelong process. It directs its efforts towards accelerating adult education as a process, a programme and a movement.

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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 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 eminence.

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The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers' Education Associations and the Asian-South Pacific Bureau of Adult Education. Its membership is open to all individuals and institutions who believe in the aims and objectives of the Association.

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**Total Literacy in the  
Context of Education for  
All by 2000**



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**C. Indian Adult Education Association, 1939**

The Indian Journal of Adult Education, first published as a monthly 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 1500 and 2000 words; in exceptional cases, longer articles can be accepted. Mimeographed, Xeroxed or carbon copies of manuscripts will not be accepted. Manuscript 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, India .

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## **Editorial**

Poverty, ill health and illiteracy are coterminous. Education for All by 2000 means that education is to be brought within the reach of all. Providing access to education to all children upto 14 years of age and functional literacy to adults in the age group 15-35 are the major goals of education for all by 2000. Through literacy for all, the goal of health for all and stabilisation of population could also be achieved.

The 45th All India Adult Education Conference which concluded in Ajmer recently was appreciative of the efforts being made to achieve literacy through Total Literacy Campaigns but felt that there were certain issues on which greater quality was needed. It was of the firm view that environment building should be a continuous process and should not be a one time affair at the beginning of the campaign only. It urged the necessity of utilising local talent for creating need based environment building programme throughout the duration of the campaign.

The mobilisation of community support is of utmost importance in achieving the goal of education for all. Illiteracy does not exist in isolation. It has to be related to social and economic factors closely related to each other.

Jan Shikshan Nilayams (JSNs) are the most suitable institutions for post literacy and continuing education. But they could function effectively if they are established according to the need of the area and not established on the basis of a general prescribed criteria for the entire country. To make them functional it is also essential to raise the honorarium of the Preraks so that JSNs could work as community education centres.

The post literacy and continuing education needs of the neo-literates could also be effectively met through the publication of a newsletter. Regular supply of interesting and informative material could go a long way in stabilising the reading and writing abilities of the neo-literates. Some TLC districts have started publishing newsletters. The need is to multiply such efforts. They are cost effective and result oriented.

The monitoring and evaluation has to be a continuous on-going process so as to provide timely correctiveness. This could be possible if it is built into the curriculum of the training programmes and is meaningfully covered during the training programme of various levels of functionaries.

## **45th All India Adult Education Conference - A Report -**

The 45th All India Adult Education Conference of the Indian Adult Education Association organised in collaboration with Rajasthan Vidyapeeth Kul began its 4-day session in Ajmer(Rajasthan) on June 15, 1994. The theme was "Total Literacy in the context of Education for All by 2000".

Over 250 delegates from 18 States and UTs attended the Conference. Most of the affiliated organisations of IAEA, State Governments, State Resource Centres, Shramik Vidyapeeths, TLC Districts and the universities of Aligarh Muslim, Amravati, Annamalai, A.P.S.(Rewa), Dr. Baba Saheb Ambedkar (Aurangabad), Bangalore, Barkatullah (Bhopal), Bharthidasan, Bhavnagar, Calicut, Gurukul Kangri (Hardwar), Jiwaji (Gwalior), Kurukshetra, Magadh, Manipur, M.S. University of Baroda, Nagpur, Rajasthan Vidyapeeth, Rani Durgabai (Jabalpur), Saurashtra, Sri Venkateswara (Tirupati), South Gujarat, Poona, Vikram(Ujjain) and Viswa Bharti deputed their representatives. Inaugurating the conference, Prof. Kanta Ahuja, Vice-Chancellor, Maharishi Dayanand Saraswati University, Ajmer said that girls were being kept out of school because their parents did not appreciate the importance and value of education. The condition of the school and the quality of education specially in the government schools in the rural areas were other bottlenecks in attracting children towards the school. She feared that unless the gender gap which was widening was reduced, the illiterates between age group 15-35 would only be women.

She emphasised the need to provide education and awareness to the adult illiterates so that they send their children specially girls to schools. India, she said, was poised towards the phase of accelerated growth and progress and to continue with it, it was essential that there should be consensus on education and other national issues at the political level. Literacy, education, population and environment protection were areas that need to be kept free from politics along party lines, she emphasised.

Earlier, Shri B L Parakh, Principal, VSP Shramjeevi College and Convener of the Reception Committee welcomed the Chief Guest and the delegates.

### **Presentation of Tagore and Nehru Literacy Awards**

The Tagore and Nehru Literacy Awards for the years 1992 and 1993 for outstanding contribution to the promotion of adult and continuing education were presented to Dr. (Smt.) Chitra Naik, Smt. Aruna Asaf Ali, Dr. Malcolm S Adishesiah, Prof. B B Mohanty and Shri V S Mathur. The awards to Smt. Aruna Asaf Ali and Dr. Malcolm S Adishesiah were presented in absentia.

Each award carries a Citation, a Shawl, a Plaque, a Shreefal and Rs. 5,000/.

Dr. Chitra Naik, Member (Education), Planning Commission, Government of India released the book "Mass Literacy - The Ernakulam Experiment" by Shri K R Rajan, IAS, former Collector, Ernakulam. Shri Rajan was present on the occasion and spoke about strategies adopted to achieve total literacy in Ernakulam.

Shri B S Garg, President, IAEA in his presidential address said that total literacy in the context of education for all has to be streamlined. He stressed the need to make literacy the felt need of the illiterate masses. "Unless the demand comes from them, the desired results in the adult education programme could not be achieved", he said.

Shri Garg said that in the EFA the education of women should be given the central place. Their education and participation influence the poverty alleviation programme and results in the improvement of their wages. He emphasised the need to actively involve voluntary organisations in the total literacy programme. The monitoring system, he said, has to be made more effective so as to assess the efficacy of the programme with reference to achievement and retention of learners.

Shri Garg stressed that there should not be any time gap between the motivation of the volunteers particularly housewives and the elderly persons and the supply of material to them.

Shri K C Choudhary, General Secretary, IAEA proposed a vote of thanks.

### **Exhibition of Books and Materials**

Dr. Chitra Naik inaugurated the exhibition of books, posters, charts and other materials organised by the SRC, Jaipur; Ajmer Adult Education Association; Department of Adult & Continuing Education, Aligarh Muslim University; Asha Kala Kendra and the Indian Adult Education Association.

## **Plenary Sessions**

In the first plenary session, the working paper was presented by Prof. B B Mohanty, Resident Director, Indian Institute of Mass Communication, Dhenkanal, Orissa.

The delegates were divided into six groups to discuss the following sub-themes of the conference:

1. Resource Mobilisation
2. Creation and Sustenance of Environment for Learning
3. Training of Functionaries
4. Media Support
5. Women's Literacy
6. Post Literacy and Continuing Education.

The Chairmen of the groups were Dr. M S Talwar, Prof. R. Krishnamoorthy, Dr. S K Kejariwal, Prof. Nanubhai Joshi, Smt. Kamala Rana and Dr. D P Mukherjee.

## **Zakir Husain Memorial Lecture**

The Zakir Husain Memorial Lecture was delivered by Dr. Chitra Naik. She said that the goals of the literacy and education for all need to be fixed in local context and in a disaggregated manner, for their effective pursuit.

Education for all, she said, was a comprehensive concept. It covers mass literacy, universal primary education and further education facilities. Learning to handle new information, analysing it, and processing it for application to work, family life and social affairs, would henceforth require not only basic literacy skills, but skills involving a well-developed cognitive process at a much higher level, she said.

Stressing the need for continuing education, she said, that young and old men and women should be liberated and empowered not merely by literacy and basic education but by a clear realization of their cultural and intellectual potential.

Shri V S Mathur, President of the Labour Organisation of the Rural Poor presided.

## **Reports of Member Organisations and TLC Districts.**

The representatives of member organisations of IAEA and the TLC Districts presented their reports during the plenary sessions. Over 20 reports were presented.

## **Role of ASPBAE and ILSS**

In another plenary session Dr. Om Shrivastava, Asian Regional Coordinator, ASPBAE spoke about the role of Asian South Pacific Bureau of Adult Education (ASPBAE) for promoting adult education in the Asian and Pacific region. He said that the ASPBAE was an organisation of NGOs. But in countries where there were no NGOs, the governmental agencies were enrolled as members.

Dr. Shrivastava said that ASPBAE was focussing on five issues:

1. Literacy, post literacy and universalization of elementary education.
2. Education for empowerment of women.
3. Education for sustainable development.
4. Education for peace and human rights; and
5. Education for the workers.

He said that 120 organisations from the asian pacific region are members of the ASPBAE. It is not a funding agency and now believes in partnership concept, he stressed. It provides learning opportunities through arranging exchange visits, workshops and training programmes. It is providing access to information through newsletters and ASPBAE Courier.

The International Literacy Support Service (ILSS) was established by the International Council for Adult Education (ICAE) during the International Literacy Year 1990. It is confining its activities at present for promotion of women's literacy.

## **Thematic Workshops**

Three thematic workshops were also held during the conference. The following three themes were discussed :

1. Adult Education and Communal Harmony - Chairman - Prof. Yashvant Shukla;
2. Monitoring and Evaluation - Chairman - Prof. B B Mohanty;
3. Empowerment and Education of Women and Weaker Sections - Chairman - Prof. K K Vashisht.

## **Cultural Programmes**

Two cultural programmes were organised on the 15th and 16th June. The folk dances and folk music of Rajasthan were presented.

## **Recommendations**

After four-days of deliberations, the Conference made the following recommendations :

1. The 45th All India Adult Education Conference on "Total Literacy in the context of Education for All by 2000" which met in Ajmer on June 15-18, 1994 welcomes the initiative and efforts made by the Government of India and the State Governments to achieve total literacy through campaign approach, but it feels that there are several issues on which greater quality is needed.
2. The Conference notes that lot of efforts are being made to create environment through the Jathas, Street Plays (Nukkad Nataks) etc. but feels that one time effort is not sufficient to sustain the interest of learners and volunteers. It recommends that with the help of local voluntary organisations environment building should be a continuous process so that the motivation of volunteers and of the learners should continue till the completion of the six months programme. It further stresses that the local talent should be utilized to create need based environment.
3. The Conference recommends that each district in the country must be analysed in terms of its strengths and weaknesses. The strengths particularly should be highlighted so as to motivate others for this programme.
4. The Conference urges that school children must be involved by assigning them projects to make atleast two illiterates literate.
5. The Conference recommends that adult education functionaries should be trained not only in imparting 3 R's but also for mobilising the community support so that literacy really becomes people's own programme.

6. For promoting communal harmony through adult education, the Conference recommends that national integration should be invariably interwoven in the training programmes of all levels of functionaries. It further recommends that relevant materials on the subject should be produced which could go a long way in promoting communal harmony in the country.
7. The Conference recommends that there is an urgent need to prepare more and more success stories through the print and the audio visual media so that both educated and uneducated get inspiration to participate in this national endeavour.
8. The Conference feels that for achieving total literacy by the year 2000 multi pronged approach should be adopted and not restricted to the literacy campaigns only.
9. For JSNs, the Conference feels that no general prescribed criteria be fixed for the entire country. It should be designed according to the need of the area. It recommends that Prerak in the JSN should be given a minimum honorarium of Rs.500/- so that it commensurates with his/her duties and responsibilities.
10. The Conference feels that both print and electronic media have to play a meaningful role in making it a people's movement. For achieving this the electronic media should televise at the prime time success stories so that a learning environment is created. The traditional media has an equally important role and should be effectively utilized.
11. To make literacy programme a success, the Conference feels that it should be interwoven with the rural development programmes. This integration it feels would be beneficial for both.
12. The Conference recommends that monitoring in the context of Total Literacy Campaigns has to be a continuous on-going process so as to provide the necessary timely correctives; and evaluation has to be less mechanistic, participatory and more humane providing continuous feed-backs for overall improvement in the programme. The Conference further recommends that monitoring and evaluation should be built into the curriculum of the various training programmes organised in the context of Total Literacy Campaigns.

**Kanta Ahuja**

## **INAUGURAL ADDRESS**

Ajmer has the distinction of being declared the first in the State, and perhaps in Northern India, to have achieved the total literacy target last year. It is, therefore, quite appropriate that Ajmer has been selected to host this Conference.

The Adult Education movement in the country is more than 60 years old. As you know, the National Adult Education Programme was launched on October 2, 1978 for imparting literacy to 100 million adult illiterates in the age group of 15 to 35 within a period of five years. After 10 years, it had become obvious that we were nowhere near achieving this objective. As a result, the National Literacy Mission was entrusted with the responsibility of taking new initiatives under the Total Literacy Programme. Since then several new programmes to accelerate the progress towards total literacy have been taken. The National Adult Education Programme in its original 1978 version no longer exists. But this does not mean that the goals and objectives of adult education have become irrelevant.

Despite the failures, India has made substantial progress in improving the literacy rate. The literacy rate has certainly gone up and it is currently estimated at about 52 per cent of the total population. Nevertheless, of total estimated one billion adult illiterates, in the world, nearly one-third or 300 million live in India. Ironically, the number of adult illiterates in the above 15 years age group has grown from 175 million in 1951 to roughly 300 million today. This means that even after almost 50 years of achieving Independence, one out of every two Indian adults continues to be illiterate. This ratio is much higher among women.

India has made remarkable progress in several human development indicators, particularly the indicators of health and of higher education. But unfortunately, its achievements in eradicating illiteracy and in primary level school education continues to be dismal. It is often asserted that poverty prevents parents from sending children to schools. The reasons given are, either, that people are so poor that they cannot meet even the highly subsidised cost of education, or that the children are required to work and bring additional income to the household kitty. It is forgotten that when compared to India, several countries in the developing world poorer or, as poor as India, and with much lower initial levels of education

have impressive achievements in this respect. I do not subscribe to the view that poverty and the requirement of workers in household activity are factors that keep children out of schools even though there might be specific situations in which these factors are important. In my opinion children, especially girls, are kept out of schools because their parents do not appreciate the importance and the value of education. The condition of our schools and the quality of education, especially in the Government schools in rural areas, does not inspire confidence. Furthermore, the gender gap is widening and very soon we are going to reach a situation in which the illiterates especially in the 15-35 age group will only be women.

It is in this context that adult education continues to occupy an important place in the human resource development strategies. Not only do adults in this age group need to be given literacy, numeracy skills, but even more important, there is need to generate an awareness among adults that their children especially girls, should not be deprived of learning, education and opportunities that their own parents may have made them forego. Education once received becomes an integral part of the individual receiving it. No one can take it away. It is in this sense that educational investment can never go waste. At the same time, the results are seldom obtained immediately. Nor can the advantages be perceived immediately. Probably for this reason, political leadership often prefers steel plants or T.V. studios rather than sustained investment in education. Human experience and human history has proven time and again that all major breakthroughs in ideas, thought, science, technology and productivity have been made through education and by the educated. India's own place in the world began to decline with the relative decline in the pursuit of knowledge, science and technology required for a fast changing world. It is a well known fact of history that when the West was experiencing the Renaissance, India, for various reasons, was going into a declining phase despite its rich cultural history and achievements in the world of knowledge. At this stage, therefore, when India appears to be poised for a phase of accelerated growth and progress it is once again necessary to have a consensus on education and other national issues at the political level that are of crucial importance to the future of every Indian. Literacy, education, population and environment protection are areas that need to be kept free from politics along party lines.

Adult education accompanied by 100 per cent enrolment in the age group 6 to 14 years are two components of the same programme. If the latter is achieved, the former will become redundant after a few years. In any case, the thrust of the adult education programme will change from literacy to continuing education. These challenges have to be met by all of us who are engaged in the education enterprise.

I am sure that the deliberations of this Conference will enable us to renew our pledge towards literacy and to human development which alone can result in true progress for the country.

**B.S. Garg**

## **PRESIDENTIAL ADDRESS**

It is in the fitness of things that Ajmer which has achieved total literacy has been selected for the 45th All India Adult Education Conference. The State of Rajasthan has launched a comprehensive programme for Total Literacy. The State where literacy rate is quite low as compared to many other states in the country is on the move to achieve total literacy. Dungarpur has also achieved total literacy. Six other districts are on the threshold of achieving total literacy. With expansion and strengthening of elementary education programme and the total literacy programme being undertaken for adults, Rajasthan may achieve 'Education for All' by 2000. I hope that this conference will give a further boost to the programme of adult education in the State.

The Constitution of India gave due consideration to the need for a literate population and universal education for all children as a crucial input for national building. The Five Year Plans also gave emphasis on providing educational opportunities to the children and adults. This resulted in establishing a number of institutions for spread of education in India. The number multiplied many times but still the goal of providing basic education to all continues to be elusive.

Education is the second highest sector of expenditure after the defence. A little more than three per cent of the Gross National Product (GNP) of the country is spent on education. But still India spends much less on education as compared to many developing countries. The recommendation of the Education Commission (1964 - 66) to increase it to the level of six per cent did not find favour with the planners. It is now proposed to increase it to six percent in the Ninth Five Year Plan. The educational programme in the country will get a boost if it is really increased to six percent.

The expenditure on elementary education in fact has come down considerably during the successive Five Year Plans. It was fifty six percent in the First Plan and declined in the successive Five Year Plans. In the budget of 1994 - 95, the budget for elementary education is 543 crore out of total budget of education of Rs.2423 crores.

In spite of a specific provision in the Constitution to endeavour to provide free and compulsory education upto the age of 14 by 1960, progress in this sector has been dismal. The country has reached a gross enrolment level of 93.4 per cent at the primary level. But the enrolment among girls is still very low. It was 75.5 per cent according to the document Challenge of Education - a Policy Perspective issued by the Government of India. But the disturbing thing is that those who enrol, drop out very soon. Of 100 enrolled only 25 children reach class VIII. This all add to the mass of illiterates in the country. This not only erodes the gains from extended coverage but also leads to the waste of scarce resources. It is thus essential to revamp the entire system so as to ensure retention for at least for five year so that a child is able to acquire a minimum level of learning.

To achieve the objective of the total literacy in the context of education for all the adult education programme has to be streamlined. Literacy has not so far become the felt need of the illiterate masses. In spite of much publicised Kala Jathas, Nukad Nataks, etc. there is not much demand for literacy. Unless the demand comes from within, the desired results in the adult education programme cannot be achieved. The reports from different quarters about the functioning of Total Literacy

Campaigns (TLCs) are not very heartening and need improvement at many places. There is a need to create conditions for participation of illiterates in the educational process in a more meaningful way.

In the EFA, the education of women is to be given the central place. Their education and participation influences the poverty alleviation programmes and improvement in the wages of female workers. Seven districts of Rajasthan where large women's development programmes with a strong emphasis on education have reported a much higher level of women's participation in poverty alleviations programmes.

Creation of a thirst for knowledge and a mechanism to reach out to it, is an important point to be solved. If it is achieved then education will become an instrument of liberation.

To achieve total literacy by the year 2000, start has to be made right from the pre - school. The pre - school education component in the ICDS is to be strengthened. It should not by and large remain a health care and nutrition programme. To achieve this the family of the child including parents, grand parents should be involved in the implementation of early childhood care and educational activities. This will go a long way in supplementing the efforts made at the ICDS in education, health and nutrition programme.

Non- formal Education for children in the age group 9 - 14 will have an important place in the target of achieving education for all by the year 2000. While giving clear preference to systematic schooling, the need for education of children who could not attend school for one reason or the other has to be taken care of. Particular attention has to be paid to girls whose enrolment in NFE has been quite low at present.

The NFE at present is not receiving the attention it deserves. The funds provided are far short of the need. There is also lack of faith among functionaries and families who are supposed to benefit from it. The low honorarium given to instructors is not attracting competent and committed persons for the job. The proper training to the functionaries is also lacking. Agencies undertaking NFE programme should take responsibility of the specific area and should see that all children of the area get education through formal or through non - formal education.

In NFE, the instructor plays an important role. His/her honorarium is not only to be raised, the quality of training should also be improved and opportunities provided to him/her for continuing education. Avenues for promotion should also be

made available to them.

The involvement of voluntary agencies should be enlarged and should be allowed to take up flexible programme oriented to needs and interest of the learners. The delay in remittance of grants to voluntary agencies has to be reduced so that the instructor/preraks interest continues. Care has also to be taken in selection of voluntary agencies. Only those agencies which are committed to the cause should be involved. The monitoring system has to be made more effective so as to assess the efficacy of the programme with reference to achievement and retention of learners.

For imparting literacy to the illiterates in the 15-35 age - group, the emphasis should be given to Mass Literacy Campaign through volunteers intensified in a selected area. But along with this the centre based approach may also be adopted as and when needed. The centre based approach did not give the desired results because of certain deficiencies. The deficiencies like poor quality of training, lack of commitment among the functionaries and lack of capacity among instructors to impart literacy instruction were pointed out by some of the evaluation studies but not much effort was undertaken to overcome them. With the removal of these shortcomings, the centre - based approach can still be used effectively. I think smaller projects with not more than 30 centres should be encouraged both at the Government and NGO sectors.

The volunteer - based approach can also give substantial results if students and teachers of schools and colleges are actively involved in it. But they have to be given some incentives particularly the students. Adequate incentives are a must for their meaningful participation in the programme.

The housewives and elderly persons are keen to work for literacy if properly motivated. Many of them were motivated through the TV slot, but they were neither provided material in time nor proper training was given to them to undertake the work effectively. There should not be a time gap between demand and supply. If a volunteers offers his/her services, the material should be provided immediately otherwise the motivation will vanish after sometime.

At present the main emphasis for achieving literacy education is through total literacy campaigns. It is in operation fully or partially in about 260 districts of the country. The results vary from state to state. What could be achieved in Ernakulam in Kerala which already had a high rate of literacy and overall environment favourable for acquisition and retention of literacy may be difficult to achieve in other places. The question is whether the campaigns launched in areas which are predominantly illiterate are successful ? The reports from newspapers, seminars,

conferences and from some other quarters do not speak much about the success of the campaigns in these areas. It is high time to undertake some evaluation studies through reputed external agencies to find out the efficacy of the programme and the future of the campaign and their expansion should be based on findings of the study. The Committee set up by the Government of India should give its interim report at the earliest so that further expansion of the programme should be based on the suggestions made by the Committee.

### **Continuing Education**

Education is a life-long process. Continuing education of the masses acquires a place of great importance to achieve the objective of total literacy in the Education for All.

Libraries are the best source of self education. A concerted effort has to be made to revive the system where it is not in existence and to strengthen it where it is in existence. Libraries and reading rooms in schools and colleges remain unutilised in the evenings. They should be made available for use in the evening by adults. The further expansion of Jan Shikshan Nilayams which has been slowed down at present has to be reconsidered. The whole scheme formulated about eight years ago has to be revised so that it can effectively meet the needs of new-literates and of the educated in the communities in which they are functioning. But still there are large hopes from JSNs and their expansion should not be curtailed.

As we approach the 21st century we have to ensure Education for All. The elementary education in formal schools has to be made more relevant and need based. The NFE programme has to be given the same status as that of the formal education and then competent persons will be available. More resources are to be provided for NFE to make it meaningful. The literacy in the age-group 15-40 has to be achieved at the earliest through various approaches. All these things should go simultaneously so that we move towards the goal of a learning society by the turn of the century.

### **REVISED RATES OF IJAE FOR 1995**

The annual subscription rate of the Indian Journal of Adult Education has been revised w.e.f. January 1, 1995 (Vol. 56). The revised rates will be as follows :

Inland	Rs. 60/- p.a.
Overseas	US\$ 20/- p.a.

## **Total Literacy in the Context of Education for All by 2000**

The preamble to the World Declaration on Education for All proclaimed by the World Conference on Education for All, held in March 1990 at Jomtien, Thailand, states: "More than 40 years ago, the nations of the world, speaking through the Universal Declaration of Human Rights, asserted that everyone has a right to education'. Despite notable efforts by countries around the globe to ensure the right to education for all, the following realities persist:

- More than 100 million children, including at least 60 million girls, have no access to primary schooling;
- More than 960 million adults, two thirds of whom are women, are illiterate, and functional illiteracy is a significant problem in all countries, industrialized and developing;
- More than one-third of the world's adults have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape, and adapt to, social and cultural change; and
- More than 100 million children and countless adults fail to complete basic education programmes; millions more satisfy the attendance requirements but do not acquire essential knowledge and skills."

The Conference also sounded a note of optimism, by seeing that the World is at the threshold of a new century, with all its promises and possibilities. It felt that there is real progress toward peaceful detente and greater cooperation among nations. There is a realisation about the essential rights and capabilities of women. Together with an increasing number of scientific and cultural developments, there is a vast quantity of information available in the world, and much of it is relevant to survival and basic well-being of mankind. Thus, the conference observed : "These new forces, when combined with the cumulative experience of reform, innovation, research and the remarkable educational progress of many countries, make the goal of basic education for all - for the first time in history - an attainable goal."

## **Basic Learning Needs**

'Meeting Basic Learning Needs' was in the core of the World Declaration on Education for All, when the Conference adopted the Framework for Action to Meet Basic Learning Needs. The ultimate goal affirmed by the Declaration is to meet the basic learning needs of all children, youth and adults.

According to the Article - 1 of the Declaration : "Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time." About two decades ago, a similar thinking was reflected in 'Learning to be : The World of education today and tomorrow' in the following words:

" All children must be guaranteed the practical possibility of receiving basic education, full time if possible, in other forms if necessary." "Universal basic education, in a variety of forms depending on possibilities and needs, should be the top priority for educational policies in the 1970s."

## **A New Vision**

There is an urgent need for a worldwide initiative to meet the basic needs of all. But the global challenges contained in economic stagnation and decline, growing disparities within and among countries, increasing marginalisation of population, degradation of the environment and rapid population growth, seriously affect all forms of human development. The efforts to meet the basic learning needs throughout the world are also hampered.

It has been established that basic education meets certain intrinsic human needs, builds personal and collective abilities, increases productivity and helps develop capacities to face the societal and global challenges mentioned above. But unfortunately, the present state of basic education is totally inadequate to meet the basic learning needs of all children, youth and adults; and if things go on as they are and the conventional approaches to education and training continue, the situation

of learning will certainly worsen all over the world, and is sure to aggravate the global problems.

What is urgently required is a new vision of basic education. Such a new vision will focus basic education on learning; broaden the scope of basic education to cover a wide range of groups and delivery systems; mobilise additional resources from government, private and community resources; build new alliances among the various organisations and agencies involved in basic education and enhance the learning environment.

According to a World Charter on Education for All Background Document, "A major national effort to meet the basic learning needs of all required a comprehensive multisectoral plan of action given the multisectoral nature and scope of basic education according to the new vision, the plan of action will probably differ from past or present education plans, which are generally limited to activities under the ministry responsible for formal education. Of course, the plan of action to provide basic education for all will need to take into account, or even incorporate, elements concerning primary and other forms of basic education contained in any educational plan.

The document further states : "Because basic learning needs are intersectoral in nature, various agencies and institutions, in additions to the official education authorities, are actually involved in meeting those and related needs. Probably few, if any governments have managed to create a policy environment that takes this complexity fully into account. Sectoral policies should interact to promote cooperation among all the concerned agencies and institutions so that they can work together to attain interrelated policy goals, such as better health, rural development, employment generation, and basic education."

### **Basic Learning Needs of Children**

A discussion of the basic learning needs of children focuses on the primary school age group, normally those six to eleven years old. The main channels for delivering primary education are the school and the out-of-school programmes providing equivalent instruction. One of the major concerns of the new vision is the high-quality primary schooling for all children. Inadequacies in access to primary schooling in any country define the immediate and intermediate demand for alternative, equivalent programmes. Success of primary education determines the demand for literacy activities and knowledge and skill programmes for youth and adults. Appropriate learning achievement in primary schools and other equivalent programmes will help establish a sound basis for further learning and prepare future

instructors and teachers.

Primary schools have a dual function. They impart cognitive skills and knowledge, giving priority to reading, writing and arithmetic. In addition to imparting a common core of knowledge and skills, primary schools prepare students for further reading. Primary schooling also is the foundation for future vocational education and for immediate employment in some occupations.

### **Basic Learning Needs of Youth and Adults**

Although the basic learning needs of youth and adults are different from those of children, there may be a significant overlap in the basic learning tools. Literacy, numeracy and problem solving represent an important part of the curriculum for meeting the basic learning needs of certain youth and adults, as well as children, particularly those who did not attend primary schooling, who failed to complete the cycle or who completed primary school, but did not achieve the necessary level of learning.

There is a clear distinction between essential learning tools and basic learning content for youth and adults. The essential tools include literacy, numeracy and problem solving, but may also encompass such other tools as computer operation, library use, and the ability to interpret messages coming through radio, television and other channels and systems of information. But the basic learning content is even more varied and context specific and skills necessary for leading useful life in one's community and society.

Literacy is a very important life skill and the primary learning tool for personal and societal development. Over the past three decades the definition of literacy and design of Literacy programmes have undergone several important changes. Literacy is now seen as the foundation for life skills ranging from basic oral and written communication to the ability to solve complex social and scientific problems. Literacy is the primary enabling force for all further education. As has been aptly put in UNESCO's 'Learning to be : The world of education today and tomorrow', "Literacy training is only a 'moment', an element, in adult education."

Paulo Freire is very critical of the world social order, which is "characterised by a host of oppressive forces which keep a large segment of the population in a dehumanised state : impoverished , desperate and without a voice in determining the course in their own lives. A more just social order would be democratic in nature, with each individual participating in the process of shaping his or her own personal development and the structure of the society as a whole.

For Freire, illiteracy is not merely the inability to decode a written language. It is much more than that. It is "one of the concrete expressions of an unjust social reality. It is not strictly a linguistic or exclusively pedagogical or methodological problem. It is political ". Literacy, on the other hand is a "process of search and creation..... to perceive the deeper meaning of language and the word, the work that, in essence, they are being denied." Freire's educational philosophy has a very powerful message. He says that " education - and learners - must also be linked to a larger, collective effort to change the society as a whole, because improved reading and writing skills of self-esteem are by themselves simply not enough to make the lives of most low-literate adults significantly better."

John R. Shotton of the York University, U.K., who was recently in Delhi on a research project on Impart of Education Programmes, says that political literacy has gained currency largely due to the work of Paulo Freire. Political literacy enables an individual "to be first of all aware of the hidden values of community or society, of the ways he or she may be oppressed, and then to have the self-confidence and know-how to seek, with others, solutions to the recognised problems. "

### **APPEAL**

The Asia-Pacific Programmes of Education for All.(APPEAL) is a regional programme of UNESCO to support national efforts by promoting regional cooperation among Member States. APPEAL has established that the problem of illiteracy and low enrolment and retention in primary education are interrelated. According to a UNESCO document on APPEAL, "Illiteracy is more widespread in those countries, where primary enrolment are lowest and the children who are not enrolled in schools are the ones who will swell the ranks of adult illiterates in the future. The problem of drop out in the primary schools is also very severe and children who drop out before completing the primary education cycle invariably lapse into illiteracy, if they are not provided learning opportunity through literacy and post-literacy programmes."

The Conference of World Ministers of Education, held in Teheran, in September 1969, crystallised the concept of functional literacy and urged all the member countries of UNESCO to accelerate the programme of adult education in their respective countries. Hence, since the seventies, adult education in India has been a priority sector in education. The National Literacy Mission, launched in May 1988, seeks to impart functional literacy to 80 million illiterate persons in the 15-35 age group by the close of 1995. Since the successful adoption of the campaign approach for eradication of illiteracy for the Kottayam city in Kerala in 1989, and

for Ernakulam District in 1990, the Total Literacy Campaign (TLC) approach has been accepted as the principal strategy for achieving total literacy; and the number of the TLC districts and TLC projects have grown progressively. According to the latest information available (December 1993), TLCs have been approved for implementation in 240 districts through 217 projects, and post-literacy projects have been sanctioned for 78 districts.

### **National Policy**

The National Policy on Education (1986) of the Government of India emphasises universal enrolment and universal retention of children upto 14 years of age and substantial improvement in the quality of education. The Revised National Policy on Education (1992) envisages the launching of a National Mission for achieving the universalisation of Elementary Education. The Programme of Action (1992) states, "The proposed Mission will have the central objective of mobilising all the resources, human, financial and institutional, necessary for achieving the goal of universalisation of elementary education. The Mission will be made operational in 1993-94, when all centrally sponsored schemes such as Microplanning, Operation Blackboard, Minimum Levels of Learning for quality improvement will be transferred to the Mission, so that the implementation of universalisation of elementary education at the state, district and block and village levels can be operated through the Mission mode".

The Eighth Five Year Plan envisages, among others, the following under Adult Education:

"Literacy programmes will be launched in districts/regions which are educationally backward or have low female literacy. By the close of the Eighth plan, 345 districts, including about two-thirds of all districts in the educationally backward states would be covered by the TLCs, while the centre-based approach would be gradually phased out and confined to hilly, tribal and sparsely populated regions. The strategy for backward districts would be two-folds. First, a few blocks would be selected where the literacy campaign can achieve success within a reasonable period. The demonstration effect of the blocks would influence the backward blocks which, in course of time, could develop appropriate literacy programmes. Secondly, the voluntary base in educationally backward districts being somewhat weak, ways and means of identification, strengthening and expansion of the same would be evolved in consultation with the respective State Governments. It is also necessary to develop technical competence among voluntary agencies so that the partnership between the Government and the operating agencies becomes meaningful."

The Plan Document further suggests that possibilities would be explored to enhance contributions from the community specially in urban areas and industrial towns so that apart from voluntary service, at least twenty per cent of the total expenditure on the campaign may be met.

The Eighth Plan further envisages that "the contents of adult education would also include inculcation of values like secularism, national integration, scientific temper, small family norm, concern for environmental conservation, cultural appreciation and so on. Even a society with a literate population is required to provide many avenues for continuing education in the context of the march towards a learning society, in which open schools and open universities would play an important role."

### **Partnerships**

Nat Colleta, who served as the Deputy Executive Secretary of the Inter-Agency Commission, World Conference on Education for All, has suggested new educational partnerships, which will be responsible in many instances, for implementing the changes in the delivery of education for all. Although the school is considered the primary institution for providing basic education, it is widely recognised that the out-of-school youth and the illiterate adults will have to be reached by alternate means. The partnership between government, non-government organisations, and people's organisations, which is critical to providing basic education for all needs to be restructured.

The World Conference on Education for All gave rise to "two major breakthrough in thinking about basic education : (1) the need to get governments out of the business of direct provision of basic knowledge and skills to out-of-school population, and into the role of providing technical and financial services through a diverse set of private, non-profit and public institutions which are working more directly with the poor; and (2) that non-government agencies in particular, working with peoples organisations, can forge important new partnerships with government service agencies to achieve education for all."

The New Delhi summit on "Education for All", held in December 1993 was timely. It was participated, among others, by nine most populous countries of the World - India, China, Bangladesh, Brazil, Indonesia, Egypt, Nigeria, Mexico and Pakistan. They have seventy per cent of the World's population, half of world's out of school Children & 2/3 of world's illiterates. According to Unesco estimates, some 70 million children in these countries are still outside the ambit of primary

education. If the current trends continue, this number would jump to a staggering 83 million by the turn of the century. India accounts for one-third of the world's unlettered and 22 per cent of out-of-school children.

In the summit it was emphasised that there can be no excellence without equity. But equity remains a far cry when in the present scenario one-third of the child population is not even enrolled in primary schools and two-thirds of the adult population are illiterate. We have the infant mortality rate of 121 per thousand. According to the 1991 census, the proportion of our population in the 0-4 age group is declining. More than three quarters of live births in rural areas do not have access to medical facilities.

The summit also emphasised on how to provide access to basic education for women and disadvantaged groups, attainment of optimal levels of learning for all and alternative education systems for those not covered by the formal system.

The Delhi Declaration on EFA says, among other things, the following :

"Conscious of the vital role that education must play in the development of our societies, we hereby pledge that, by the year 2000 or at the earliest possible moment :

"We will ensure a place for every child in a school or appropriate education programme according to his or her capabilities, in order that no child be deprived of education for lack of a teacher, learning material, or adequate space, we pledge this in fulfillment of our commitment under the Convention of the Rights of the Child, which we have ratified;

"We will consolidate efforts towards the basic education of youth and adults from public and private sources, improving and expanding our literacy and adult education programmes within the context of an integrated strategy of basic education for all our people;

"We will eliminate disparities of access to basic education arising from gender, age, income, family, ethnic and linguistic differences and geographic remoteness;

"We will improve the quality and relevance of basic education programmes by intensifying efforts to improve the status, training and conditions of teachers, to improve learning contents and material and to carry out other necessary reforms of

our education systems:

"We will, in all our actions, accord to human development the highest priority at national and other levels, ensuring that a growing share of national and community resources is dedicated to basic education, and improving the management of existing resources for education:

"We will rally all sectors of our society toward education for all, as we hereby endorse the Framework of Action accompanying this Declaration and undertake to review our progress at the national level and to share our experiences among ourselves and with the global community.

"We therefore call upon :

"international collaborators to raise substantially their support for our efforts to expand our national capacities for expanding and improving basic education services;

"international financial institutions in the context of structural adjustment, to recognize education as a critical investment without imposing pre determined ceilings on such investments, and to promote an international environment to enable countries to sustain their socio-economic development;

"the community of nations to join with us in reaffirming the commitment to the goal of education for all and in intensifying their efforts to achieve it by the year 2000 or at the earliest possible moment."

"The Total Literacy Campaign and its counterpart the Universal Primary School", says Malcolm S. Adiseshiah (1992), is a gift and a promise. It is a gift that our long lost and long suffering poor villagers and urban slum dwellers are discovering for themselves, and using to attain self-sustaining development. What we from outside the village and urban slum can do is to provide both the programmes with the technical skills and the irreplaceable incentives in a fuller life - of work, employment, concern for the environment and lessening inequality - that is the promise of the programme, and which must be fulfilled."

## **Education for All by Year 2000 : The Indian Context**

I sincerely thank the Indian Adult Education Association for inviting me to deliver the Zakir Husain Memorial Lecture this year. This is a great honour and it inspires me to commit myself further to the cause of developing education for our people. Zakir Sahib was a rare kind of educationist and humanist who has left his imprint on the thoughts of many of us. We owe a great intellectual debt to him for the noble vision of education and culture he placed before us and for the personal example he provided for striving towards its realization. I pay his hallowed memory my most humble tribute. At this juncture in our educational history when the goal for education for all in India seems to be approaching nearer, remembering Zakir Sahib is more important than ever before. As the world, and particularly the exploited and impoverished Third World Countries struggle to move ahead in education, many a recent political and economic happenings have begun to demand an overhaul of education and a faster movement towards the knowledge and skills of handling evergrowing technological innovations. But these challenges, although quite daunting, need not confuse us. If our values and actions can be harmonized, we may be able to move ahead with confidence. As Rabindranath Tagore once said,

“We have no time to lose and , having no time, we must scramble for our chances.

We are too poor to be late.

At the end of the day, I hasten in fear lest thy gate be shut; but I find that yet there is time.”

(Gectanjali)

This is true. There is yet time; but move fast forward we must, because if we lag behind in these times of trials and tribulations both national and international, the goal of the education and liberation of all our people in the next few years may elude us. Therefore, we need to build up our strength and pace through cogent reflection and action. In the matter of reflection, turning to Zakir Sahib’s philosophy would be very rewarding at this point of time.

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The views expressed in this article are the personal views of the author and do not reflect or represent the views of the organization in which she is working.

**Zakir Sahib's Vision**

The memory of the first Zakir Husain Memorial Lecture delivered by the eminent educationist Dr. K.G. Saiyidain enters my mind, at this moment, like an illuminating ray of light. While delivering that lecture in 1970, Dr. K.G. Saiyidain had quoted an excerpt from the convocation address delivered by Zakir Sahib to the graduates of Cuttack University for elucidating his vision of Indian society and the function of national education in moulding the Indian mind. It is so pertinent to today's situation that it needs to be quoted again. Zakir Sahib had argued that education has to enable the student to select the best human heritage and to absorb it. He emphasized,

“To seek to exclude any part of our inheritance because of age or association with some particular element of our national being, would be almost an act of treason. In the rich of our history, there is nothing good or bad because it is Hindu, Muslim, Christian, Sikh or Parsi. Select we must, and the valid differentiation is between the genuine and the spurious.”

The rapier-sharp intellect of Dr. Zakir Husain perceived the consequences of appropriate education with great clarity. A clear and honest analysis of values and situations, and picking up what is relevant for social cohesion and progress, was expected by him as an outcome of education. It was his great humanism that had led him to conceive such a noble vision of education and society. Whether he spoke about a basic primary school or about a university, Zakir Sahib always stressed its integral relationship with society and insisted that the process of education must lead to a stronger affirmation of humanitarian values characterized by individual self-discipline and dignified co-operation among all. In today's fragmented and strife-torn world which is crying out for a clear value-orientation for its guidance, Zakir Sahib's faith-in education as the creator and stimulator of fundamental human values comes like a soothing breeze and dispels much of our doubt and distress. Therefore, I once again pay my humble tribute to Zakir Sahib's memory and venture to set before you some thoughts on our educational scene, especially in the context of education for all by the end of this century.

**Indian Parameters of Education for All**

The theme of this conference is “Total Literacy in the Context of Education for All”. It would be quite in order to examine some of its perspectives with a view to understanding what is expected in this connection and what is possible. To begin with, we need to ask ourselves such questions as: Why do we want education for all? What do we mean by total literacy? Who is it for? How can it materialize? What are its various parameters? What role can literacy play in the context of education for all? What are the implications of the time-frame by the year 2000 which we have

been referring to in the past few years again and again? What is the urgency for observing this time-frame? What kind of society do we envision in India at the turn of the twentieth century? How do we set about to reach this vision, or at least a recognizable stage within its overall scope? What is the size of the problems we must face and solve for achieving education for all by the year 2000 and taking it further along a logical path? Most of these are rather complicated questions, not simple to tackle. It may not be possible to place them in clear-cut slots for guidance to planning and programming for education for all. However, they must at least be asked as they float into the mind, so that we become conscious of the vast, and mostly uncharted, educational seas into which we have to plunge henceforth and seek our desired but much-debated destination of education for all, within a given time-frame agreed upon by all nations whether developed or developing. This is an unprecedented demand on our moral and intellectual capacities and also on our material resources as a nation. Our future depends on how far we succeed in meeting this demand. What constraints do we have to face and what facilities do we have? It is an open-eyed stock-taking that we need urgently so that we might move ahead wisely and with firm steps.

### **India : Marvel of Unity and Diversity**

For achieving the goal of education for all in India, it is necessary to take into account some special features of the country. Actually, India is more of a continent than just a country. Therefore, education for all in India means provision of education to people in a variety of conditions in a variety of places. The agroclimatic regions of India show a remarkable variety : snow-capped mountains on one side and sizzling hot deserts on the other; areas annually harassed by floods and areas perpetually drought-prone ; deep forests on one side and scrub-land on the other; areas close to a vast ocean and areas totally land-locked. What is more, there is an areawise historical diversity also. It leads different areas and their inhabitants to develop cultural and linguistics specialities stabilized over hundreds and even thousands of years, in some instances. Their literature, arts, crafts and life-styles have special features of their own. All this is often an asset but sometimes a constraint in spreading education and ensuring its appropriateness to the local situation.

Despite this diversity, there is a bond of cultural unity among the various regions, a sharing of values. The Indian temper is tolerant of differences and appreciates the importance of compassion, non-violence, and non-acquisition. In the democratic government structure also the tradition of tolerance exhibits itself. This is the reason why India has often been designated as a 'soft state' a state which does not aggressively force any change and reform among its constituents. This world - view of India need not be considered as disparagement. On the contrary, we need to assert that we do not look upon India's tolerant attitude, and preference, for

persuasion as weakness of character. In the contemporary world where 'hard states, are facing serious survival-difficulties, our 'softness' has proved to be our strength. It has enabled us to be pliant and fairly comfortable while adjusting to change as it comes along. Our flexibility which has been treated by some as our shortcoming, has actually been serving us as one of our national assets. Like the wise and vigilant tortoise in the well-known old fable, this 'softness' would probably help us reach our humanitarian goals with greater ease than those who prefer to hop and jump spectacularly to move ahead.

### **Problems of Diversity**

As you would readily perceive, these assets and constraints of a 'continent-like country cannot but influence what we would be doing to reach the goal of total literacy and education for all within the given time-frame of the year 2000. It should be plain to us that things would occur at a different pace in different places in the country. While one part may move ahead faster and achieve even more in basic education than some advanced countries, other parts may take a little longer time. Besides, it is quite possible that some less educationally advanced part may prove to be quicker in growing exportable quantities of food - grains and other products, earn more per capita income, and yet remain a bit slow in the matter of its literacy rate. As against this, there may be another area where literacy would be as high as the best world-standard and the indicators for the physical quality of life consisting of low IMR, high life-expectancy and high rate of women's literacy would also be equally good but the per capita income would be very low. These examples exist in India today. Such differential rates of change in education and development are clearly noticeable in different parts of India. The combination of such factors as rainfall, terrain, history, cultural and motivational forces in the remote as well as recent past, influence them. In view of this ground-level reality in our country, whatever plans, programmes and estimates of success or failure that we make at the national level are nothing more than averages to be used for macro-level budgeting and generalized reporting. They give us only a hazy picture of the existing status of literacy and education and of the possibilities of education for all in the given time-frame. It is well-known that averages and aggregations concerned with education always conceal the impact of some of the para - educational factors involved in educational growth. In operationalizing educational plans and programmes at the local level, these para-educational factors strongly come to the forefront. The poverty-levels of families, child-labour, gender-disparities, language problems, availability or lack of infrastructure for educational access such as roads and transport, facilities like water supply and sanitation, community resources which can help education, or community life-styles that hinder education, are factors which invariably affect people's participation in educational development at the local level. Therefore, the goals of literacy and education for all need to be fixed in local context and in a disaggregated manner, for their effective pursuit. Take the question of

language of literacy. This question is fundamentally related to the learner's day-to-day spoken transactions. In a country having several major languages and thousands of dialects, literacy learning, whether by children or adults, is facilitated if the cultural situation is taken into account and when due attention is given to the dialectal specialities of the learner's spoken language. Undertaking this task is not an easy matter. It takes a certain expertise related to the learner's cultural contexts, and to the local variety of language, to produce special literacy material. It also requires extra expenditure for this exercise which has to be research-oriented. Identification of suitable literacy - teachers is also very important from this angle. In addition, the learners must be enabled to proceed from their local language to acquisition of skills in reading-writing in the major language which has to be the standard medium for post-literacy learning in the given region. This is true in the case of both children and adults who enter the world of literacy either through formal primary education or various alternative arrangements such as volunteer teaching, non-formal centres, voluntary schools, peer-group learning and so on and so forth.

### **The Question of Expertise**

Admittedly, the cultural and linguistic diversity of India poses a tremendous challenge to the programme of literacy propagation and further education for all. However, the school system which entrenched itself in India nearly 180 years ago consequent upon the education policy of 1813, and the higher education system of affiliating colleges which began with the advent of Bombay, Madras and Calcutta Universities in 1857, did help in a certain way to create the kind of knowledgeable pool of researchers, policy-makers, administrators and social workers essential to tackle the problems of diversity. There was, however, one serious deficiency in this pool of academic talent, namely, a relative lack of concern for those who had remained outside the stream of formal education on account of their poverty, gender, caste or inconvenient geographical location. An alienated intellectual and middle class has been produced by this uniform, formal education model given us by a colonial regime. Consciousness of the educational problems of socially, economically, and culturally peripheral groups has not, therefore, emerged strongly and research related to these factors has appeared on the scene only in the past two decades or so. Naturally, planning for universal primary education and literacy - learning along with its curriculum and materials, etc. has received only marginal support from research-studies so far, whether from educationists or social and natural scientists. Still, in spite of a general apathy among the elite with regard to concerns about literacy and primary education, there have been some notable sparks of concern and understanding evident in a few of them who have greater sensitivity. The studies conducted by some researchers and activists and their work among the disadvantaged sections of society have been steadily building up the wherewithal required for meeting the problems of education in a situation of diversity. Their

efforts could have borne noteworthy fruit but the chronic paucity of funds for these programmes and inadequate advocacy by social and political workers to arouse the interest of the society as a whole in pushing along projects for popular education, have negated many a good literacy and a primary education plan. It is only in the past ten years that there has been an observable social and official awakening which perceives that to promote education for all is in the interest of all. The expertise required for the purpose is not now lacking. The country, therefore, is well on its way to achieving the goal of EFA possibly by the year 2000 or around that time.

### **The Problem of Numbers**

Apart from considerable inattention by the Indian elite to popular education, the other hurdle in its progress has been the numerical size of the potential clientele for education.

India is the second most populous country in the world and constitutes about 16 per cent of the world population. Recorded as 84.63 crores in 1991 the population figure is nearing 90 crores. While it is well controlled in some states, its rise is going on apace in others. To accommodate large numbers of children flowing into the system annually, more teachers, more books and slates, more school rooms have to be provided. At present, our widespread elementary school system serves more than 13.5 crores of children in age group 6-14, through 7.5 lakh full-time schools. Nearly 95 per cent habitations contain a school and others have schools at a short distance. Even with this large provision of full-time schooling and large enrolments too, the literacy percentage of the population remains low. This is because children drop out fast from grade III onwards and among those who complete grade V, the generality reaches the literacy level of grade II leading to their relapse into illiteracy soon after. The low enrolment of girls and their problems of retention in school long enough to achieve literacy, is another hurdle in the path of education for all. This is more evident in the northern part of the country. For instance, female literacy in Barmer district of Rajasthan is just about 8 per cent while that in the Kottayam district of Kerala is 94 per cent. Along with gender discrimination, difficulties of terrain, distant placement of schools, early marriages, social harassment and burden of work due to poverty, are other main reasons for the poor participation of girls in basic education. Large-scale illiteracy of women is, therefore, inevitable especially in the rural areas. Similar is the case of tribal children in many parts of the country and both boys and girls suffer from educational deprivation. In the case of the tribal children, language and curricular difficulties are severe because a uniform curriculum and standard text books in the major language of the region are irrelevant for them. Although residential schools like Ashram schools have been established for tribal children, not many have taken advantage of these due to cultural disinclination, situational constraints and language handicaps. During the formulation of the Seventh Five Year Plan, the question of children who are unable

to adjust to the 'standardized full-time schooling was discussed by a special Working Group and the provision of part-time, relevant primary education was recommended for out - of - school children. Compulsory primary education was visualized by the Working Group with the stipulation that instructional hours should be reduced to 2-1/2 to 3-1/2 hours to enable the children to engage in play and creative activities and convenient part-time education be provided for out -of-school children in the 9 -14 age-group of whom nearly 70 per cent were in the rural areas and among whom girls were the majority. The Working Group said,

**“As our experience has shown, enrolment of children is comparatively easier. It is their retention that creates difficult problems. At present our motto is : either full-time education or no education at all. This does not suit the hard realities of life because most children (about 70 per cent) have to work in or outside the family and are, therefore, compelled to drop out on the ground that they cannot attend on a whole-time basis. We propose a major change in this policy and recommend a new motto : every child shall continue to learn in the age-group 6-14 on a full-time basis if possible, and on a part-time basis if necessary.”**

As a result of this recommendation, part-time primary education, designated as 'non-formal education' in order to emphasize its flexible nature, became a special scheme for the educationally backward states in particular. But while the necessity of one or more alternative channels of primary education was accepted in the interest of universal basic education, hardly any preparatory action was taken either at the Centre or at the State level before launching the scheme. An outcry against the scheme was also raised simultaneously by the elite as well as teachers of primary - schools who set themselves up as champions of educational equality. School supervisors and administrators treated NFE as an educational 'Pariah'. Of course, a few discerning social workers and educationists ignored this outcry of the vested interest and launched their own experimental programmes of NFE in the interest of working children. The educationally backward states accepted the scheme as the Central government gave 50% financial assistance for co-educational classes or boy's class and 90% for purely girl's classes. Just as preparatory action was neglected, the questions of monitoring, supervision, special curriculum and materials as also a proper evaluation system for this sympathetically designed alternative channel of education for out-of-school children received scant attention. In spite of this, 2,38,000 NFE Centres are reported to be running in the country with an enrolment of 60,00,000 children, especially girls. The scheme is open to voluntary agencies and about 400 of them are conducting NFE Centres.

A major action-research project for NFE was launched in 1979-80 by J.P. Naik for qualitatively developing this alternative channel of primary education for children in rural Maharashtra, through the Indian Institute of Education which he

established in Pune for interdisciplinary research in educational policies, planning, and programmes, with special focus on education for all. His demise in 1981 somewhat disturbed the project; but the threads were taken up again in 1982 with great determination. Conducted in three research-phases in 110, 35 and 137 villages in varied agroclimatic tracts, this project has yielded excellent results. The communities concerned have been able to establish strong Village Education Committees which plan and supervise both formal and non-formal primary education. In addition, they look after support programmes like child-education centers, adult literacy, Volunteer's - coaching of children weak in studies or living in very remote hilly habitations, women's development groups, and community activities, spearheaded by youth, for improved education, health, sanitation and other aspects of local development, in an integrated fashion. Trained by the project - staff, the VECS undertake micro-planning for education and make their own contribution to the UPE movement. This project called PROPEL now covers a group of 137 experimental villages having about 18,000 households and a population of about 1,00,000. The results of this action-research project have been evaluated by universities and research institutes. Its results have been appreciated by UNESCO and it has selected the PROPEL Project as a 'show-case' example for Asia. The main contribution of PROPEL (Promoting Primary and Elementary Education) Project has been the change in the attitudes of villagers towards the education of girls and women as well as the leadership it has created among women who strive to ensure the education of every child from age 3 to 14 through preschool and primary/elementary schooling, as well as the NFE alternative. Full adult literacy has been achieved in every village. Open discussions of village-problems are held in the Gram Sabha and decisions are made by community-consensus. It is obvious, therefore, that the key-factor in the 'education for all' programmes, is the empowerment of rural women for leadership, as demonstrated by the PROPEL project. The other conclusion from the PROPEL project is very important from the standpoint of managing the numerical load in the programme of education for all : as far as possible, disaggregate the planning and action process and let the local people come squarely into the picture. When the people become the advance-guard in planning and implementing primary education and literacy, they build up such a strong social pressure for education within their community that everyone has to either submit to it or be hauled up by the Gram Sabha. In such a situation, education acquires a social mandate and gets accepted as a social need and custom. The possibility of community mobilization in this fashion will now be available under the Panchayati Raj system. If a movement in this direction is properly planned and promoted, it would create local demand for basic education and also build up the motivation and managerial ability which the community would need to educate its members both for the present and for the future which will be more challenging than the present in matters educational. Apparently, this would be the best way to achieve the EFA goal in India because hardly any other way is possible to stabilize a multi-channel basic education system, to generate local forces for development, and to control the

demographic factors which impinge upon educational facilities. We need microplanning. Ultimately, therefore, we arrive at the concept of microplanning for education and development which the National Education Policy visualizes and which our Prime Minister has been advocating so ardently. Recently, the Government of India has formulated a scheme called District Primary Education Programme with a view to stimulating systematic microplanning, with priority for those districts which are educationally backward, regardless of the fact whether they are situated in an educationally backward state or not. This is a more or less nation-wide action-research programme and there are hopeful signs that it may come up with appropriate answers to several educational predicaments which obstructs the progress of both adult literacy and primary education in rural India. Probably, it would indicate ways of handling not only the problem of the numbers involved in 'education for all' but also the problems of diversity of culture, language and developmental needs. It is possible that it may help remove the hurdles created by a distant administration which worries very little about a sympathetic dialogue with the local 'uneducated' communities and instead resorts to issue of circulars and government resolutions for directing grass-roots level operations. It is no wonder that developmental action remains on paper in a paper dominated system of this type.

### **Mass Literacy**

Education for all is a comprehensive concept. It covers mass literacy at the basic stage, universal primary education, and further education facilities.

However, in this age of continual acceleration of information and technology, day to day matters also are bound to become progressively complicated. Learning to handle new information, analysing it, and processing it for application to work, family life and social affairs, would henceforth require not only basic literacy skills, but skills involving a well-developed cognitive process at a much higher level. Mass literacy, therefore, means nothing more than the starting point on the path of reading for understanding and for continual further education and self-development which ultimately contributes to overall socio-economic development.

We have already seen that the problems of mass literacy are connected with the diverse nature of the socio-economic scene in different regions of our country. But this diversity is just one aspect of our literacy agenda. The education system itself is our major problem right from the primary to the higher education stage. It has hardly any correlation with our needs, available facilities and our national aspirations. The system has failed to meet our expectations because it is too rigid to respond to the varied conditions of our people and their environment. We urgently need correctives to this indifferently run education system which at the primary stage keeps adding to the rank of adult illiterates year after year and produces so much

unemployment also that it makes people lose faith in education. The inefficiency of the primary education system, particularly in the rural areas, has not only been adding to illiteracy but has been turning the people away from the school. The Total Literacy Campaign, promoted by our high level National Literacy Mission has, therefore, had to deal with out-of school children along with adult illiterates. With the lack-lustre performance of primary education, it is difficult to motivate the people in the country side, and particularly the tribals, to become literate.

It is now known that 40 per cent population of India is below the poverty line. This means that it is unable to meet its minimum-most requirements of daily food, primary health-care and basic education. Assuming that about 10% of the population is slightly above the poverty line, nearly 50% of our people appear to be in need of special support for survival. Their participation in programmes of primary education and literacy has to be achieved through special motivation. But this is not all. There are other handicaps which tell us that 100% literacy targets are impossible of achievement anywhere in the world. This is because every country has its share of the mentally handicapped, physically handicapped and persons suffering from congenital dyslexia which is a severe reading and writing difficulty. In all, 10 to 15 per cent population is known to be suffering from such afflictions all over the world and India is no exception. The incidence of such handicaps gets compounded by poverty since better nutrition is essential for such persons and poverty essentially means lack of two square meals per day. The learning possibilities of these handicapped groups, therefore, become particularly restricted. In a developing country, corrective services for such handicaps are minimal and such deprivation is greater in the rural and tribal areas. Considering these factors, our target for literacy may be set at about 85 per cent of the total population from age 6 onwards. Even this is going to require our best efforts.

We must, however, feel gratified that in the past few years, the rate of literacy in India has been showing a truly substantial and rapid growth. One may venture to make a guess that the overall literacy rate in the country must have risen to about 55 per cent at least, by now. Much of the credit for this increase goes to the Total Literacy Campaign conducted under the auspices of the National Literacy Mission. Henceforth, however, a very serious effort will have to be made to continue this progress because those who are still to be literate constitute the 'hard core' of economically and culturally marginalised sections of the population, namely, women, scheduled castes, and scheduled tribes. For taking literacy and post-literacy education to these groups, a literacy movement alone is not enough. There has to be a strong movement for overall socio-cultural change and large scale provision for removing the economic disabilities of the marginalised sections. The literacy movement which started in the Seventh Plan is still young and its impact on the neglected groups will perhaps be seen towards the end of the current Plan. Some work will still remain to be looked after in the Ninth Plan. If the Total Literacy

Campaign is fully supported by a strong movement for universal primary education, India may be in a position to join the ranks of fully literate countries by the year 2000 or so, as expected. If population growth is checked simultaneously, and economic growth increases alongside, literacy and universal primary education in India should materialise by the dawn of the 21st century.

That literacy and primary education must become the most urgent and supreme concern of the State has been acknowledged as seen from the steps taken in this direction by the National Development Council in the past two years with encouragement from the Prime Minister, the National Development Council not only constituted a Literacy Committee but took keen interest in discussing and adopting its recommendations regarding the action to be taken systematically for Education for All. In addition, the resolution adopted at the Nine Countries summit in New Delhi in December, 1993 has further reinforced India's resolve to eliminate illiteracy and forge ahead with programmes of universal primary education. The Prime Minister's declaration of allocation of 6 per cent of the GNP to education in the Ninth Plan, with its major portion allotted to primary education, has shown that there is strong political determination to achieve education for all. A significant point is the Prime Minister's insistence on micro-planning for development at the grass-roots level. This should open up new vistas for the education of our people.

### **Perceptions**

Glancing back over the past quarter century when the first Zakir Husain Memorial Lecture was delivered by Dr. Saiyidain in 1970, one realizes that those were the days when hopes of social change and educational development ran high in the country. The recommendations of the Kothari Commission were still being debated. For the first time, a National Policy on Education had been adopted in 1968. It was no doubt a rather vague policy and had got caught in the meshes of controversies over the relative priorities for higher education, universal primary education and vocationalisation of education. Nevertheless, despite the general neglect of the vision and recommendations of the Commission by the political and educational circles of that period, this Policy did serve to draw the attention of the educated segment of Indian society to the fact that educational questions are complex and are invariably connected with the problems of socio-political reconstruction which involve the application of knowledge, information and skills to social situations. Therefore, it was useful to a certain extent. But its implementation was weak. The Kothari Commission had laid great emphasis on the abiding human values as the basis of education at all stages. It had also stressed well-planned and democratically managed educational action which related work and education intrinsically in the interest of the well-being of society, immediate as well as future. For the Kothari Commission not mere statements of reform but concrete action that was important. In his disturbing book **The Education Commission and After**, J.P. Naik has pointed out

“When the Education Commission met Dr. Zakir Husain and sought his advice about the Report, he emphasized this aspect of the problem and said, ‘Just say three words,’ ‘implement, implement, implement’. ‘ (pp 195-96). Continuing this argument further, Naik pointed out how this can be attempted by India.” A programme for the radical reconstruction of the educational system must take the form of a nationwide movement if it is to succeed. This national movement will have to be organised at the macro-level to provide guidance, and support; and at the micro-level, it should consist of thousands of experiments and innovations .....

The second point is that a movement for a radical reform of education can succeed best only when it is accompanied by a simultaneous movement for a corresponding socio-economic or political reform.

The lesson is obvious : if we are keen to develop a programme of educating the people through adult education and universal elementary education, we must organise a nation-wide movement of organizing the poor and helping them to raise their standard of living .....

In the absence of such co-ordinated joint action, it will not be possible to achieve meaningful results” (pp 196-97).

What does such a perception mean? If one thinks over it deeply, it becomes clear that this is truly an invitation to rediscover ourselves as a nation. And this rediscovery does not mean mere going back to the historical past. It is not promotion of blind revivalism. It is essentially a struggle to understand ourselves, to prove honestly into India’s social mind, and to make a firm restatement of the philosophical basis of our society even as Zakir Sahib had tried to do in his Cuttack University speech. We now have the readiness to do this in a much more effective way than we could have attempted twenty-five years ago. We have the knowledge, the experience and the trauma which has been inflicted upon our minds because of the neglect of our values. This should cleanse our minds and remove the narrowness about which Zakir Sahib was greatly concerned. Our communication media can now reach the people in varied geographical locations and help take messages of education and development of national cohesion as emphasized by the Kothari Commission and by Zakir Sahib. We now need to stress not just reading and writing but the literacy of the mind which can help deepen our people’s inherent humanism. India can no more rest satisfied merely with the literacy of the ‘slate and the primer’. Therefore, activities like those carried out by the Bharat Jana Gyan Vigyan Jathas through which people have been awakened, must continue. Thousands of young activists, hundreds of scientists and litterateurs have been activated by the Jatha to hold a face-to-face dialogue with the masses and to strive their utmost to reach the goal of a truly humanistic education for all in the country. It is also gratifying to note that the social development sectors of government are gradually shaking off

their habitual disinterest in the people at the grass-roots level. With the recent change in the economic trends, the State has been begun to own up its responsibility to look after the education and health of the people. Business and industry has also begun to see the worthwhileness of literacy and further education. What is most encouraging is the recent Constitutional Amendment for the adoption of the Panchayati Raj system and its expected organization with stress on the people's democratic freedom to forge their destiny. These are extremely hopeful signs for managing the difficult journey we have undertaken towards the goal of literacy and further education through a systematically conceptualized 'people's movement'.

Education has also begun to transcend the boundaries of schools and colleges through extensive programmes of Open Education which includes distance-learning programmes in a need-based fashion. Through such varied innovative educational efforts, it is becoming possible to reach those whom the conventional education system has rejected. The continuation of this trend is very necessary for removing the constraints of an unduly formalised system of education. If a similar liberalisation and people-oriented transformation takes place in our administrative procedures, many a door would open out to the people to educate and liberate themselves. All this may or may not happen by the year 2000. But the day seems to be dawning and the present glimmer of light cannot but become sharper as the changing times and the people move on together towards a brighter cultural destiny for all.

Despite many a hopeful sign, however, there are quite a few among us who feel uncertain about the future. This is not surprising since our past disappointments continue to cast a shadow upon our hopes. At such moments of doubt and hesitancy, the reassuring voice of Rabindranath needs to be remembered. In an agonizing moment of anxiety he had seen the light through darkness. And so, he wrote –

“I thought that my voyage had come to an end at the last limit of my power. — that the path before me was closed, that provisions were exhausted and the time come to take shelter in a silent obscurity.

But I find that thy will know no end in me. And when old words die out on the tongue, new melodies break forth from the heart; and where the old tracks are lost, new country is revealed with its wonders.”

It is towards that new country that we must now turn our gaze, the country where the people — young and old, men and women - are liberated and empowered not merely by literacy and basic education but by a clear realization of their cultural and intellectual potential as Indians. For us, that is the true meaning of 'Education of All'.

## **Presentation of Literacy Awards**

### **Tagore Literacy Award 1992**

*Citation in honour of*

**Dr. Chitra Naik**

The Tagore Literacy Award was instituted by the Indian Adult Education Association in 1987 to honour the special contribution of individuals or institutions towards the eradication of illiteracy and promoting continuing education among women of this country.

The Award for 1992 is being presented to Dr. Chitra Naik for her pioneering work in promoting adult and continuing education among women.

Born on July 15, 1918, Dr. Chitra Naik got her Ph.D. Degree in Education from Bombay University in 1949. She studied special education services for mentally handicapped and maladjusted children under U.N. Fellowship in 1950-51. She undertook post-doctoral studies in Educational Administration at Teachers College, Columbia University, New York under Fulbright Fellowship in 1953-54.

Dr. Naik was Director of Education, Maharashtra State; Director, Rural Institute, Mouni Vidyapeeth, Gargoti, Distt. Kolhapur; Specialist in the Asian Institute of Educational Planning and Administration (now called NIEPA) and Director, Indian Institute of Education, Pune and at present, Member (Education), Planning Commission, Govt. of India.

She was Chairman, Committee on Unesco's Joint Innovative Projects in Primary Education, Regional Meeting on Universalisation of Primary Education and Maharashtra State Board of Secondary and Higher Education.

Her advice and wisdom have been sought by many organisations. She was member Indian National Commission for Cooperation with Unesco, Executive Committee, National Literacy Mission, Maharashtra State Planning Board, Primary Education Commission, Maharashtra.

Dr. Naik has undertaken action research in non-formal education in 110 villages and hamlets of Pune District adopted by the Maharashtra Government as

NFE model. She has also undertaken action research in introducing science and technology for rural women.

Dr. Naik has written extensively on non-formal and primary education. Her book *Educational Innovations in India* received international recognition.

The Indian Adult Education Association feels honoured in presenting her Tagore Literacy Award for the year 1992.

### **Tagore Literacy Award 1993**

#### *Citation in honour of*

**Smt. Aruna Asaf Ali**

Smt. Aruna Asaf Ali, educationist, social activist, reformer and freedom fighter has a long and distinguished record in promoting adult and continuing education among women of this country.

Born in 1909, Smt. Asaf Ali has taken active part in freedom struggle. After independence, she was closely connected with trade unions and worked for the upliftment of industrial workers and always resisted reactionary trends and vested interests with unremitting zeal and vigour.

Smt. Asaf Ali became the first elected Mayor of Delhi in 1958. She promoted education, peace and communal harmony in Delhi. She was closely connected with Afro-Asian Solidarity Movement and All India Peace Council.

She is the Founder-President of Dr. A.V. Baliga Memorial Trust which is actively engaged in promoting literacy education. Empowering the women is her passion and she is achieving it through vocational training, cooperatives, liberal education, legal aid, etc. She is particularly working for the health and population education of women. Her untiring efforts have been source of inspiration for many working in the field of education of the masses.

Smt. Aruna Asaf Ali is the Chief Patron of the National Federation of Indian Women, Founder-chairperson of Link News magazine and the daily "Patriot"

She has won Lenin Peace Prize (1965), Indira Gandhi Award for National Integration (1987), Jawaharlal Nehru Award for International Understanding (1991) and Padma Vibhushan Award (1992).

The Indian Adult Education Association feels proud in adding to the many impressive honours received by her the Tagore Literacy Award for the year 1993.

**Nehru Literacy Award 1992  
(Special Jubilee Award)**

*Citation in honour of*

**Dr. Malcolm S. Adiseshiah**

Dr. Malcolm S. Adiseshiah, educationist, economist, and policy planner has a long and distinguished career of over five decades in promoting adult and continuing education in the country.

Born on 18th April 1910, Dr. Adiseshiah was educated at Voorheas School and College, Vellore, Loyala College, Madras, London School of Economics and at Kings College, Cambridge, where he obtained M.A. and Ph.D. Degrees in Economics.

Dr. Adiseshiah started his career as a Lecturer in Economics at St. Paul's College, Calcutta; was professor of Economics in Madras Christian College, Tambaram. He Joined United Nations Educational, Scientific and Cultural Organisation (Unesco, Paris) in 1948 and served the organisation upto 1970 in various positions. As Deputy Director-General he worked for the expansion and acceleration of education, science and culture in all member states. He was responsible for the development of the famous Karachi Plan for Universal Primary Education for Asia.

He founded the Madras Institute of Development Studies in 1971 to undertake research, documentation, publication etc. He is Chairman and Honorary Fellow of the Institute since 1978.

Dr. Adiseshiah was Vice-Chancellor of Madras University during 1975-78, Rajya Sabha Member from 1978-84.

He was member of Tamil Nadu Planning Commission, Central Advisory Board of Education, Indian Council of Social Science Research and NCERT. He was President, Indian Adult Education Association during 1975-80.

His advice and wisdom have also been sought by many international organisations. He is a member of the UN International Committee of Consultants on Environment, Coordinator of the Unesco Working Group on the New International

Economic Order. He was President of the International Council for Adult Education, and of the Asian Association of Social Science Research Councils. Dr. Adiseshiah was President of the Governing Board of the Unesco International Institute for Educational Planning from 1981-91. He is Chairman of the Jury for Award of Unesco International Prizes for Literacy.

He was closely connected with the National Adult Education Programme and now with the National Literacy Mission. He has given a new thrust and direction to the adult education movement in the country. Dr. Adiseshiah has been instrumental in designing innovative projects in adult and continuing education and in institutionalising programmes of adult/continuing education at the University of Madras.

He is a prolific writer and has written a number of books and articles on adult, continuing education and economics. His books 'Let My Country Awake' and 'Its Time to Begin' have been of significant importance in underlying the contribution of education, science and culture to development.

In appreciation and recognition of his incredible services to the cause of adult and continuing education, the Indian Adult Education Association feels proud and honoured in adding to the many impressive honours received by him, the Nehru Literacy Award (special jubilee) for the year 1992.

### **Nehru Literacy Award 1992**

#### *Citation in honour of*

#### **Professor Bibhuti Bhusan Mohanty**

The Nehru Literacy Award has been instituted by the Indian Adult Education Association to recognise and honour the distinguished contribution of individuals or institutions towards the removal of illiteracy and promotion of adult and continuing education in India.

The Award for the year 1992 is being presented to Professor Bibhuti Bhusan Mohanty for his outstanding contribution in promoting literacy, post-literacy and continuing education in the country.

Born on October 1, 1931, in Kesol, Cuttack District, Orissa, Professor Mohanty obtained the M.Sc. degree in Radiophysics and Electronics from the University of Calcutta in 1953. As a Ford Foundation Fellow, he studied at the University of London Institute of Education, during 1963-64, leading to the Diploma

in the Theory and Practice of Audio-Visual Aids. During the same year, he also participated in the international academic programmes offered by the International Agricultural Study Centre, Wageningen, the Netherlands and the International Folk High School, Elsinore, Denmark. As a Fulbright Scholar, in 1966, he studied community organisation and Community Development at the Western Reserve University, Cleveland, U.S.A. In 1988, he got the Diploma in Distance Education from the Indira Gandhi National Open University, New Delhi.

From Electronic Engineering, he switched over to Social Engineering, and specialised in the application of communication media for accelerating education and development. Prof. Mohanty has been involved in literacy and adult education activities since 1954, when he started his career in the Junagarh Community Project, Kalahandi District, Orissa, as an Audio-Visual Education Officer, and later on as the Chief Social Education Organiser. After working as a District Social Education Organiser in the Orissa Educational Service for about four years, he joined the Ministry of Community Development and Cooperation, Government of India, in 1960, as the instructor (Extension & Social Education) at the Orientation and Study Centre, Mysore. As an Instructor and subsequently the Vice-Principal of the Tribal Orientation and Study Centre, Bhubaneswar; Extension Officer (Farmer's Training) at the Directorate of Extension, Government of India; Audio-Visual Aids specialist at the Indian Agricultural Research Institute, New Delhi; and Information Specialist of the Agricultural Finance Corporation Limited, Bombay, Professor Mohanty had initiated many innovative programmes relating to training, extension and agricultural communication in India.

Professor Mohanty was the Unesco Expert in Community Development (Literacy and Communication) in the province of Irian Jaya, Indonesia, during 1970 to 1973; UNICEF Consultant in Educational Radio and Television at Kabul, Afganistan in 1981; Unesco Resource Person in Vietnam for Mass Media and Adult Education in 1982, and Rotary Foundation Consultant in Rural Development for the Blue Mountain Hills, Jamaica, in 1984. He has done commendable work in identifying, designing, directing, advocating, implementing and evaluating various programmes of literacy, adult education, non formal education and continuing education for different sections of the society, both in India and other Third World countries. He has directed many national conferences and participated in many international conferences on Adult Education, Communication and Development.

Professor Mohanty was the founder-Director of the State Resource Centre for Adult Education at Angul in Orissa for about six years (1978-84), during which period he accelerated the process and programmes of resource development for adult education in the State. He was a member of the Planning Commission's Working Group on Adult Education for the Seventh Five Year Plan. Presently he is the Resident Director, Indian Institute of Mass Communication Branch at Dhenkanal

(Orissa). He has introduced several new teaching methods, teaching aids and educational technologies particularly for new-literates in rural areas. An author of many books, including a prize winning one, for the neo-literates, he has also been a regular broadcaster. He has written extensively on Adult Education, Education and Development Communication for the English Press, both national and international. As a Literacy Consultant to the National Literacy Mission, he is actively involved in the Total Literacy Campaigns launched in different parts of India. As the Chairman of the Board of Editors and Editor of the Indian Journal of Adult Education, he has added many new dimensions to the Journal, which is now rated as one of the best professional journals in the world.

This is a distinguished record of service in the field of adult education, in recognition of which the Indian Adult Education Association feels privileged in presenting him the Nehru Literacy Award for the year 1992.

#### **Nehru Literacy Award 1993**

##### *Citation in honour of*

##### **Shri V.S. Mathur**

Shri V.S. Mathur, adult educator and trade union leader has a distinguished career spanning over five decades in promoting and developing adult and workers education in the country.

Born on July 27, 1920, Shri Mathur has been the pioneer in establishing educational-cum-recreational centres for the poorer sections of the society.

A luminary in the field of labour movement, he has held many key positions in trade unions. He was founder-Director of ICFTU Trade Union College in Calcutta during 1957 to 1965.

Shri Mathur was General Secretary of the Asian and Pacific Regional Organisation of the International Confederation of Free Trade Union (ICFTU) for over 24 years (1965-1989). During all these years he has advocated the cause of access to education for the poor and downtrodden sections of the society.

Shri Mathur was General Secretary, Indian Adult Education Association during 1948-52, 1979-80 and was its President in 1981-83.

Many International Organisations have taken benefit of his knowledge, experience and expertise of workers education. He was President of expert meeting

on access to education of trade unionists and cooperators at UNESCO, Paris in 1975; was member of Panel of Consultants of ILO on workers education for over two decades.

A voracious reader and prolific writer, Shri Mathur has written extensively on workers education, adult education, recurrent education and many of his articles have been published in national and international journals.

He is at present President of Society for Promotion of Organisations of the Rural Poor, Labour Organisation of the Rural Poor, Lok Shikshan Samaj and Indian Federation of Trade Union Cooperatives.

The Indian Adult Education Association, therefore, feels honoured and privileged in presenting him the Nehru Literacy Award for the year 1993.

## **ACCEPTANCE SPEECHES**

### **Dr. Malcolm S. Adiseshiah**

**THE START** : My journey through Adult Education is a life long one. I am a trained economist who began my economic studies for the B.A. Hons. Degree of Madras University during 1926-1929. Even as I was studying the subject in which I received the highest grade, I felt uneasy because of the absence of any relationship between the economics which I was studying and the economic conditions of the country. Later, when I began my academic career as a lecturer in Economics in Calcutta University in 1930 I heard about Rabindranath Tagore's Rural Reconstruction Programme in Sriniketan, which I and my students visited every month. There I saw an integrated effort, using education, particularly literacy learning, agricultural restructuring, engineering, sociology etc. to combat the poverty of the village people. In this multi-disciplinary effort, I was stuck with the special place occupied by the Adult Literacy Programme because of its visibility and its quick responses.

### **Combining Economic Education and Research with Development Programmes**

Later, after completing my research in monetary economics in London and Cambridge, I was invited to start the Department of Economics in the Madras Christian College, where with the small group of students, among the first of whom were K.N. Raj, Jagatpathi, Ramasubbu and some 15 others, we combined lecture and study in the college and its library with establishing the Rural Service League, involving daily work and visits in the evenings to some 15 neighbouring villages. Here too, I found that the economic theories that we were working at were unrelated

to the conditions of the people in the neighbourhood, which were countered through work in the Rural Service League's 15 villages. In this work which in a sense replicated the development programmes of Sriniketan, Adult Education and Literacy stood out for its pioneering and results producing nature. The main lesson we learnt was that through these development programmes centered around Adult Literacy, the people living in poverty in the villages were being helped to stand on their own feet and through self employment to meet many of their problems of illiteracy, ill-health, malnutrition, inability to discharge civic responsibilities in their panchayats etc.

**The UNESCO World :** After I joined the Unesco, its Director General called me one day in 1950 and said "I have received a cheque for 3 million dollars from the UN Secretary General for something called Technical Assistance to developing countries. Do you know what Technical Assistance involves and means". I was asked. My reply to the Director General was "I don't know this word, but if it has anything to do with how to counter poverty, I know what should be done as I was working on it since I graduated in 1930". So I spent the next 25 years going around all the developing countries in Asia, Africa and Latin America helping them to set up development programmes to combat rural and urban poverty. Here again Adult Education became the centre of all development in every country, whatever its level of politics, culture, social and economic organisation.

**Returning Home :** On my return home in 1970 I was plunged into the economic research programme centered around the Madras Institute of Development Studies, which I founded. Because of the vastness of the country and its massive problems of illiteracy and poverty, I found that work could only be undertaken at the village and district level. Any attempt to generalise this for the State as a whole or for the Country as a whole was unsuccessful until the early 1980s when the National Adult Education Programme was launched by the newly elected Janata Government. This Programme relied almost totally on voluntary agencies like the Indian Adult Education Association and number of similarly structured voluntary bodies, culminating in the National Literacy Programmes of today which works at the district level in all our over 500 districts of the country, and through which Kerala, Goa, the Union Territory of Pondicherry and some of the North Eastern States have become fully literate. This National Literacy Campaign which relies on the effort of 10 million volunteers, voluntary agencies and the villagers themselves, is nearing completion in over 300 of the 500 districts. The Indian Adult Education Association is deeply involved in this massive voluntary programme, which has as its aim to make the country totally illiteracy free by the end of this century.

Literacy like Education is a continuing life long affair. After illiteracy is removed in a village or a district, to keep the new literates educated and employed, a follow up literacy movement through the Jana Sikshan Nilayam as an ongoing and continuing programme in which for every group of villages an adult continuing

education centre is established with a small library, a room for lectures and discussions by the new literates and provision for cultural and other extra educational activities.

The moral of my life long effort to eliminate and combat poverty which began with putting into effect the economic theories I had learnt, but which did not result in development, turned me towards Adult Education and Adult Literacy which I found is the only means of empowering people to stand on their own legs, combat their problems and become full and rounded human beings. That is the area that the Indian Adult Education Association and its many related agencies are and will be engaged in the many future years to come.

### **B.B. Mohanty**

The honour of receiving the 1992 Nehru Literacy Award, which I value very much, fills me with overwhelming joy and pride. I express my deep sense of gratitude to our Association for nominating me for this prestigious Award. I am extremely grateful to you for presenting me the Award, in the historic city of Ajmer, which has derived its name from 'Ajaimeru' or the invincible hill. By beautifully blending the two cultures - the Hindu and the Islamic - it has acquired a cultural and spiritual air about itself. I am also thankful to all of you present at the inaugural function of the 45th All India Adult Education Conference for your gesture of goodwill and encouragement.

I must confess that since the 1992 International Literacy Day, on which the awards were announced, there has been a question in my mind, whether I am really worthy of it, particularly when two other outstanding educationists, Dr. Malcolm S. Adiseshiah and Dr.(Smt.) Chitra Naik, were also nominated for the Nehru Literacy (Silver Jubilee) Award and the Tagore Literacy Award respectively. I am also having in me a feeling of sorrow and vacuum, because my father-in-law the late Nabakrushna Choudhury, who was a constant source of inspiration and support to me, and my son Assem, who as a young man, used to help me in my adult education work, are no more.

I feel doubly honoured to receive the Award, which is named after Jawaharlal Nehru to commemorate his unique achievements in building a modern India. A distinguished scholar, great humanist and statesman, Nehru discovered India, the India of the past and of the present, and had appreciated and admired the culture of the masses. In his own words "Everywhere I found a cultural background which had exerted a powerful influence on their lives. This background was a mixture of popular philosophy, tradition, history, myth, and legend, and it was not possible to draw a line between any of these. Even the entirely uneducated and illiterate shared

this background. The old epics of India, the Ramayana and the Mahabharata and other books in popular translations and paraphrases were widely known among the masses, and every incident and story and moral in them was engraved on the popular mind and gave a richness and content to it. Illiterate villagers would know hundreds of verse by heart and their conversation would be full of references to them or to some story with a moral, enshrined in some old classic. Often I was surprised by some such literary turn given by a group of villages to a simple talk about present-day affairs, If my mind was full of pictures from recorded history and more-or-less ascertained fact, I realised that even the illiterate peasant has a picture gallery in his mind, though this was largely drawn from myth and tradition and epic heroes and heroines, and only very little from history. Nevertheless, it was vivid enough."

My experience of working in Third World villages has shown that people who can not read and write often have exceptional memory. They can render with great accuracy detailed stories, particular events or circumstances and complicated procedures for action. They are capable of translating oral information into action or reproducing it verbatim. Names of several hundred trees and bushes are known to them and they can describe their different uses in detail. The role of the collective memory of the oral culture has not been properly understood and appreciated. The individual memory in an oral society does not play the predominant role; it is the interplay of many minds which is responsible for the enhancement of accuracy and detail. It is a pity that we are still equating illiteracy with ignorance.

It has been discovered that there is no "Great Divide" between orality and literacy, because all the mental skills and operations attributed to literacy are distinctly present in oral discourses. The view that oral culture is irrelevant or even hostile to the acquisition of literacy is based on a fallacy. Writing is a process of direct communication having features similar to those traditionally associated with oral interaction. In daily life, the written word is usually embedded in an oral context; people speak around it, write things down, read and speak again.

Orality and literacy are communication issues and they perform the communication functions in society. Both orality and literacy have language as their channel of communication and this language has to be the language of the people. Any literacy effort should be based on the oral culture and traditions of the people and use their mother tongue as the medium of education and communication. In such a situation, education and communication become coterminous. It has been said that we frustrate interest if we promise to teach people before we know enough of the language to keep the promise.

In Irian Jaya (the other half of Papua New Guinea), which is a province of Indonesia, I was involved in a literacy programme for the Dani community of Wamena in the Highlands, during my Unesco mission in the early seventies. Luckily

for us, the Christian Missionaries working with Danis, had developed the orthography for Dani language. The first stage of literacy was in Dani, with a bridge course in the second stage to Bahasa Indonesia, the national language, both using the Roman script.

The National Literacy Mission envisages that literacy will be imparted in spoken language, which means that spoken languages, distinct from regional languages will be identified for development of literacy learning material. Any meaningful and worthwhile effort in this direction is yet to begin. It is to be remembered that this itself is a gigantic task which needs elaborate planning and management at various levels of execution. Adequate funds are also necessary for this.

According to Margaret Mead, reading skills acquired in a language other than mother tongue are liable to remain superficial and to have nothing in common with the knowledge acquired by people who have learned to read in the language in which their mothers sang lullabies to them. Literacy and culture are inseparable; it is disregard for this fact that has caused so many literacy projects to fall short. Therefore, we should spell out our modalities in this direction and translate the same into management tasks so that we organise literacy efforts first through the mother tongue and then with the help of a bridge course through the state language, when the former is different from the latter. Even when the literacy efforts are to be through the State language, the medium of teaching-learning and communication materials is to be in the spoken language, which is the true cultural repository of the people.

Sarah Gudschinsky, who has been involved in designing literacy programme in many pre-literate societies says: "There are three major elements in a person's transition to reading and using a second language. First he must have basic reading skills in his own language. His reading instruction should preferably include basic teaching about what the world is like in order to enlarge his world view. He needs an introduction to new areas of thought to help him understand twentieth-century life. Second, he must be carefully drilled in the phonetics of the second language, especially in the proper pronunciation of unfamiliar sounds or combination of sounds. He should strive for fairly high standard in this regard to avoid falling into the habit of using only vernacular phonemes when attempting to speak the foreign language. Such attention to phonetic accuracy will help to ensure that he is understood by people outside his own area. The third element is control of enough of the grammar and vocabulary so that he can understand and be understood." In short, according to the above mentioned approach, the learner masters the basic skills before he moves on to translation materials. The NLM document, while describing the prescribed levels in the 3Rs, is silent about the innovations to be used in a bilingual strategy. An urgent policy decision is necessary in the matter.

Development and preparation of appropriate teaching-learning material is a critical input to the success of any literacy programme. There have been some innovative developments in this area, Marilyn Gillespie, an American Literacy Expert writes that the most effective reading materials can be those the literacy students produce themselves. A.T. Mosher, when he was the principal of the Allahabad Agricultural Institute, Naini, had used a similar approach many years ago in educating the local farmers about improved agricultural practices. Translation of oral literacy texts in Africa is a major research project of Professor Wilhelm Mehlig, who teaches at the Institute of African Studies, University of Cologne. For working in this area, in India, the sky is the limit. Unless we make a beginning in a big way, we run the risk of a vanishing oral tradition and culture in the wake of a consumerist culture.

Another area of innovation is the rural newspapers, and we have not done much in this field. Rural newspapers, by sustaining literacy, accelerate the process of continuing education, rural marketing is also promoted by rural press. India has the trained manpower and it has the technology. What is needed is a political will. Perhaps a Rural Press Foundation could be established under the joint auspices of the Ministry of Human Resources Development, Ministry of Information & Broadcasting, and the Private Sector to promote the rural press in India. It is an urgent necessity.

Unesco's Learning to be : The world of education today and tomorrow" identifies two principles for adult education : "The normal culmination of the educational process is adult education." and "Literacy training is only a 'moment', and element, in adult education." Literacy can not be separated from adult education. It has to be integrated into the immediate environment and the development objectives of the country. As Mwalimu Julius K. Nyerere has said: "So if adult education is to contribute to development, it must be a part of life - integrated with life and inseparable from it." Paulo Freire perceives the role of education by emphasizing that it must "help learners move to a higher critical state of awareness, where they learn how to think for themselves, analyze how they are shaped by larger social forces rather than be controlled by them."

In conclusion, I would like to reiterate that literacy has to be a component of adult education which leads to development. As Mahatma Gandhi had said: "Do not go to them with set ideas and tell them what they are to do or what they have to learn..... Bring them together for fulfillment of their felt needs. By this they will achieve their objects and what is more, confidence in themselves and strength in corporate activity. This will be a more lasting adult education than teaching them merely to read and write."

Once again I deeply appreciate your love and confidence showered upon me to-day.

**V.S. MATHUR**

I am grateful to the Indian Adult Education Association for conferring the prestigious Nehru Literacy Award on me for 1993 which honour I highly value. I do not wish to conceal from you that it is most gratifying to be remembered by those with whom and for whom one has worked. My association with the adult education movement has now been for over half a century and with the Indian Adult Education Association almost from its very inception. I have thus had the honour and privilege to work with and indeed learn from most of the leading pioneers of the movement. I would only mention a few of them who are no more with us - Dr. Amar Nath Jha, Dr. Zakir Husain, Ranjit M. Chetsingh, Shafiq-ur-Rehman Kidwai, Harisarvottam Rao, Dr. S.R. Ranganathan, T.Madiah Gowda, and Dr. Mohan Sinha Mehta. Their outstanding contributions will always be remembered and their dedicated lives will continue to inspire the coming generations. While I am obviously tempted to reminiscence a bit because of the long, close and deep personal association with each of them, I think I should resist the temptation. I would only confine my remarks to some of the significant developments in the fields of concepts and policies to which each of them contributed and seek to bring out their implications for our future work.

As regards concepts, Adult Education is no more regarded as only compensation for deprivations and inadequencies of childhood. Due to phenomenal and rapid pace of developments taking place in the fields of science and technology one of the major function of adult education has become to cope with change and the inevitable need for education throughout one's life. This was beautifully highlighted by an educationist at a recent conference organised by the UNESCO by remarking that "the difficulty we face today is that we are preparing children to cope with technologies not yet invented to enter jobs which do not yet exist." Indeed one of the major tasks of adult education becomes to help in meeting the above situation and hence the concept of life long learning and education. While formal provision to meet the above situation will be most desirable and necessary much of it will have to be through creating opportunities for self education which is informal in nature, individualistic in character and highly specific to one's interest, capacity, experience and choice. Much thought and resources will have to be devoted to creating facilities for self-education with full involvement of all concerned.

Recently, though perhaps not so recently, the realisation is growing of the highly significant role of human resources in economic development. It is being increasingly emphasised that development does not depend merely on investment in "sticks, stones and metals" but on investment in human beings. Those nations which have invested in the human beings have prospered and those have neglected the human beings have come to grief. It has become abundantly clear that the future of a country is not determined solely by its geography of its natural resources. The

quality of the people has a major role to play and in enriching the quality of people education has most significant, if not vital, role to play. World Bank has been for a considerable time pointing out that education contributes significantly to aggregate output. It quotes a study of fifty eight countries during 1960-85 which indicated that "an increase of one year in average of education may lead to 3 percent rise in GDP". A study in India quoted by a celebrated English daily has calculated that if the average period which children spent in school was increased by a year, it would raise GDP by a fifth, a far cheaper and more effective method, it remarks than boosting output by conventional means!

People's participation in development has been accepted for a long time as crucial to the success of our plans for economic development. Indeed if widely mentioned corruption in implementation of our plans has to be checked, considerable efforts will have to be concentrated on ensuring real and effective peoples participation. In its absence much of our scarce development resources will continue to be soaked up in the delivery channels benefiting mainly local functionaries and the elites and the phenomena of a cow yielding more subsidies than milk will continue. But again how can effective people's participation be ensured? Again education and organisation of the beneficiaries is the obvious answer.

The theme of this year's conference is "Total Literacy in the Context of Education for all by 2000". The target group of the endeavour according to the Ministry of Human Resource Development constitutes 19 to 24 million children in the age group of 6-14 of whom 60 percent are girls and about 122 million adult illiterates in the age group of 15-35 of whom 65 percent are women. Given the demographic pressures the Ministry cautions the numbers are likely to increase further. And all the above is to be achieved by the turn of the century or in less than seven years!

It is obvious this calls for not only agonising re-appraisal of our past performance but more realistic appreciation of our economic and social realities. Bold and imaginative measure and more effective educational techniques, forms of programmes and structures will have to be devised and implemented almost on war footing.

We must fully take into account harsh economic and social realities and even unpalatable revelations about the present state of education in our country. To mention only a few, the official claim that 95 percent of the rural population is served by a primary school either within or upto a 'walking distance' of one kilometer though technically correct should not give rise to grounds for complacency as the Ramamurthy Committee warns. It points out that involvement of girls in sibling care and domestic chores and other socio-cultural constraints make even 1 km. beyond 'walking distance'. It has pointed out that the girls belonging to SC, ST

and other discriminated social groups are particularly vulnerable and parental fears at sending girls outside the village, particularly with the approach of puberty, cannot be dismissed. It further points out that girls education in a very real sense is linked to availability of water, fuel and fodder and child care facilities to individual families.

Educational experts have been pointing out for long that disparities in educational achievement may result from inherited attitudes and motivation of parents towards education. These may “awaken his curiosity, stimulate him and above all teach him to express himself or, on the contrary, inhibit his full development.”

The World Bank has been drawing attention to the link between nutrition and learning. Researches have consistently shown that protien energy malnutrition is related to lower cognitive test scores and worse school performance. The World Bank asserts that “if full benefits of education are to be realised, pupils must be adequately nourished”.

I have drawn attention to only some of the more common constraints in the way of access and few factors conditioning educational achievements. It needs to be stressed that though ensuring access to education is highly important our aim should not only be equal opportunity but as well ensuring equal achievements. This calls for an imaginative policy of positive discrimination in favour of weaker sections of our society.

Finally, for “Education For All” to be achieved, it must become the concern of all. The people most concerned must be awakened and educated and indeed put in a position to influence policy and monitor programmes. Adult Education should therefore in addition to performing the traditional role of Education in regard to development of intellect, appreciation and character should as well enable people to appreciate the need for change, realise that change is possible and to understand that it can be brought about only through their united and co-operative efforts. All must join in the common endeavour for Education For All as indeed education is too important to be left only to professional educationists. Only in this way we will be able to achieve our cherished ideals and goals and only thus we will arrive at our destiny.

**P.Gopinadhan Pillai**

## **Involvement of Resource Persons in The Total Literacy Campaign in Kerala : A Study**

Illiteracy has been a global problem. The inability to read and write directly parallels poverty and rapid population growth in the developing world. It is estimated that there are nearly 948.1 million illiterates aged 15 and above in the world. Further, 100 million children of primary school age in developing countries are not enrolled in schools. The magnitude of illiteracy in India is very high—one out of every two Indians is illiterate even today. Since the launching of the NLM in 1988, efforts towards eradication of illiteracy has received fresh vigour and impetus. TLCs are presently in operation in over 250 districts of the country. In these campaign districts, it has been possible to bring to literacy classes nearly 60 million illiterate and about six million volunteers are engaged on imparting literacy to them.

Since 1970's efforts have been made in Kerala to eradicate illiteracy through Kerala Grandhasala Sangham, Kanfed, Kerala Sasthrasahithya Parishad, State Department of Education and Rural Development, Kerala and Calicut University Center for Adult Continuing Education and Extension etc. The success of Kottayam and Ernakulam Total Literacy Project highly motivated the people and Government

of Kerala to launch a total Literacy Project for the whole state.

### **Aksharakeralam Project**

The Aksharakeralam Project for the total eradication of illiteracy from Kerala was prepared by the Kerala State Literacy Council. The aim of the project was the total eradication of illiteracy in the age group 6-60 years in the State within one year. The Aksharakeralam Project was implemented in 13 districts (All except Ernakulam). It consists of 42 projects and 84 sub-projects. The scheme envisages imparting functional literacy for creating an awareness about the world they live in.

The one day literacy survey covering all the families in the State revealed that there were 2.82 million illiterate in the State of which 2.25 million were in the age group 6-60 years. After the survey 42 projects and 840 sub-projects were identified in 13 districts. A special primer for the learners titled 'Aksharakeralam Saksharatha Padavali' was prepared. All kinds of media and art forms were utilized for environment creation which included Aksharakalajatha, Posters, Banners, Hoardings, Literacy Walls, Cinema Slides, Newspaper News, Articles, Padayathras, Literacy gates, Sponsored Boards, Song groups, Kamelas, Folk Festivals, Exhibitions etc. For the successful implementation of the project a three level organisational structure was built in to the project which included State, district, project and sub-project offices at the first level and State, district, Corporation/ Panchayat Literacy Council at the second level and district, Project, Sub-project and ward level academic council at the third level.

### **Training**

For the successful implementation of literacy programmes systematic training is essential. The success of the campaign will depend on the Resource Persons involved, on an average one Instructor for every 10 learners and one Master Trainer per 25-30 Instructors and one Resource Person per 25-30 Master Trainers. Training camps were organised at the State, district, block and Panchayat level to train Key Resources Persons, Resource Persons, Master Trainers and Instructors. At the State level 250 Key Resource Persons were trained. They trained 2000 district level Resource Persons. To make 2.82 million literates 0.35 million Instructors are required. To train them 25000 Master Trainers were selected and trained. The Resource Persons were identified from locally available social workers, teachers and activists. A panel of resource persons was prepared at the district level. The topics covered in the training camps included NLM, aksharakeralam project, Literacy and Development. Beyond Literacy, Primer I, II, III, Adult Psychology, Motivation, Evaluation etc.

**Literacy Centres**

The State level inauguration of the classes was held on 1st June 1990. According to KSS report, out of 18, 94, 217 illiterate in the age group 6-60 years 14, 85, 763 were enrolled as learners in about 1,48,576 literacy centres. After completing the primers, external evaluation was conducted by using the schedule accepted by NLM. Those who got 70 percent or more marks were declared as neo-literate. According to KSS report 12.22 lakhs learners in the age group 6-60 were declared as neo-literate on the basis of external evaluation. Thus Kerala was declared the first totally literate State in India.

**Need and Importance of the Study**

The Investigator is the Project Officer (Adult Education) in the Centre for Adult Continuing Education and Extension, University of Kerala. He is also one of the Key Resource Persons for the Aksharakeralam Project involved actively in the organisation and implementation of the project. Different agencies involved and various opinions emerged on the organisation and implementation of Aksharakeralam project. The NLM has shown the project as a model. The success of the total literacy programme to a large extent depend on the Resource Persons involved. This fact encouraged and motivated the Investigator to make a study on the 'Involvement of Resource Persons in the Total Literacy Campaign in Kerala' which will enrich his own knowledge and experience and also will be useful to others who are interested in the problem. The finding of the study is expected to give substantial contribution to future planning, organisation and implementation of total literacy programme elsewhere.

**Objectives of the study**

1. To find out the extent of involvement of Resources Persons in the Aksharakeralam Project.
2. To identify the details regarding the implementation of the Aksharakeralam Project.
3. To find out the basic obstacles in the implementation of the project.
4. To suggest measures for improving the total literacy campaign.

**Sample and Tools**

For the purpose of this study, the Investigator selected Thiruvananthapuram district, which is one of the 13 districts covered by the Aksharakeralam Project. The total number of Resource Persons who were involved actively in the Aksharakeralam Project in Thiruvananthapuram district was two hundred and fifty. Out of 250 Resource Persons 116 (92 males and 24 females) were selected on the basis of stratified random sampling by giving representation to all the categories i.e. urban,

rural, coastal, slum etc. Questionnaire was used to collect data from Resource Persons. Unstructured Interview was conducted with Instructors and Project Staff.

### **Findings of the study**

Majority of the Resource Persons (RPs) involved in the Aksharakeralam Project are males and they were in the age-group 20-30 years. 68.97 percent RPs have educational qualification 'degree and above' and majority of them have 'no technical qualification'. Above 50 percent Resource Persons involved were unemployed and nearly 45 percent are Government employees. Majority of the RPs involved in the programme belongs to local voluntary agencies other than the popular voluntary agencies in the state such as KSSP and Kanfed. 65.51 percent Resource Persons involved in the programme did not have any earlier experience in adult education programme but most of them have teaching experience. More than 40 percent RPs have been initially related to the programme through voluntary organisations and majority of them had received 5-10 days training. Nearly 40 percent RPs are satisfied with the approach of teaching and 31 percent each revealed the content of training as good and instructional materials as satisfactory. Majority resolved that the Resource Person training was generally good. The major suggestion to make training more effective are classes by more experienced persons and complete involvement of trainees in the camp.

Majority of the Resource Persons extended support to organise literacy centre by providing academic support and motivating learners. 93 percent Resource Persons reported that they conducted literacy classes in their respective areas. Majority of the RPs conducted seminar/model class for Instructors and Master Trainers. More than 50 percent RPs were satisfied with the physical facilities available in the literacy centres and reported that sufficient number of teaching-learning materials was available in time and they made teaching aids for the literacy centres. 93 percent RPs gave regular advice to Instructors and Master Trainers.

Nearly 50 percent literacy classes covered the two important aspects of adult education i.e. 3R's and conscientization. Majority conducted exhibitions and study visits for learners and instructors. Majority of the Resource Persons supported instructors in monitoring and conducted evaluation of literacy classes and reported that the progress of learners was satisfactory. Majority of the Resource Persons adopted both oral and written methods for evaluation of learners.

Majority of the Resource Persons reporting dropping out stated that family problem and lack of interest were the main reasons. 97 percent RPs tried to bring them back. The major strategies adopted by them were house visit and persuasion through social leaders.

The major measures adopted to motivate learners were squad work, street processions and community meetings. Tour programme, visit of respected persons, discussion of learner's problem, film show, newspaper reading, family meetings, house to house campaign etc. were also used to motivate learners.

Seventy six percent Resource Persons contacted Key Resource Persons, Master Trainers and Instructors for conducting literacy programmes and organised academic councils in their areas. More than 50 percent Resource Persons were satisfied with the functioning of the academic councils and 76 percent attended academic council meeting regularly. 83 percent Resource Persons held the view that they performed their role effectively in the Aksharakeralam project.

Majority of the Resource Persons received full support from Instructors, Master Trainers, Assistant Project Officer and Project officer. The extent of support was partial in the case of co-ordinators and local people. Social commitment and teaching illiterate is a noble task were the two major reasons for serving as Resource Persons. All the Resource Persons helped the Instructors in the final evaluation of learners.

The major obstacles faced by Resource Persons in the implementation of the Aksharakeralam Project arranged in order of priority were lack of co-operation of the people around the literacy centre, lack of interest of the learners, proper rapport between local leaders and literacy workers was not established from the beginning itself, lack of communication between different levels of resource persons, opposition from a section of political parties, lack of sufficient instructors, scarcity of teaching-learning materials, financial problem, nature of work of the fishermen community, shortage of time and intimidations of upper class people due to fear of the impact of literacy.

The major pitfalls noticed by Resource Persons in the implementation of the Aksharakeralam project arranged in order of priority are lack of encouragement, lack of co-ordination at different levels of project personnel, all social and cultural organisations were not included in the venture, lack of proper planning, lack of commitment of certain elected representatives, some persons who are not interested to implement the programme came to leadership at project level, lack of timely information and ward convention, inadequate time to complete the primer, teaching learning materials not supplied in time, busy persons appointed in major works, all teachers from primary to higher education level did not participate effectively and reports on the programme was not accurate.

The major suggestions put forth by Resource Persons for the improvement of the programme arranged in order of priority are; creating consensus among political parties, ensuring proper and systematic co-ordination between project personnel and

different levels of Resource Persons, more active involvement of the community, form a Panchayat level team to work, award to literacy workers, conduct training to ward convenors, financial assistance to ward committee, use of libraries, less involvement of bureaucracy, more involvement of local self-government, give some remuneration to Instructors, programme to motivate the learners with their self-help, retain the literacy classes for at least ten years, continuous publicity. avoid busy persons from main positions, project personnel should be selected on the basis of merit and experience in social work, literacy classes should be changed in the form of literacy circles and post literacy and continuing education programmes should be organised more seriously to retain the fruits of the total literacy campaign.

#### **Suggestions emerging out of the survey**

More females and experienced are to be motivated to involve actively in the total literacy programme as Resource Persons. Doctors, Engineers, Agricultural Scientists, Environmentalists and other professionals should be motivated to involve actively, which will enrich the academic content of the literacy programme. Those who have previous experience in adult education should be invited as Trainers for RP training. More practical and field oriented approach also may be adopted. Resource persons should be asked to supervise the literacy centres in their respective areas. Resource Persons should conduct monthly seminar/refresher course for Master Trainers under them to discuss the problems faced and to find out solutions. RPs can organise ward and Panchayat academic Councils with the help of the Assistant Project Officer. Resource Persons should conduct monthly seminar/refresher course for Master Trainers under them to discuss the problems faced and to find out solutions. RPs can organise ward and Panchayat academic Councils with the help of the Assistant Project Officer. Resource Persons should conduct exhibitions, medical camp, eye camp, study visit etc. with the help of Master Trainers, Instructors, Key Resource Persons and APOs. Resource Persons with the help of MTs should ensure proper social support for literacy centres and make literacy classes more interesting for learners and Instructors. Teachers from primary to higher education level should be recruited as Resource Persons, Proper incentives such as monetary benefit promotion, good service entry, awards should be given for different levels of Resource Persons to motivate them to involve effectively in the programme. Proper training should be given to ward and Panchayat Samithi convenors to implement the programme effectively. Literacy classes should be retained even after the total literacy programme as a local cultural centre. The State Literacy Council should meet the travelling and other expenses of Resource Persons. There must be close contact among KRPs, RPs, MTs and Instructors. Participation in the programme aimed at eradication of illiteracy and continuing education should be made obligatory for every college student. Those Resource Persons who have worked actively in the total literacy campaign must be retained for post literacy and continuing education programmes also.

Robert Slattery

## THE CREATION AND SUSTENANCE OF LITERACY

(Are we willing to tackle the problem?)

### Introduction

Bihar, the second most populous state, is also the most illiterate according to the 1991 census, with a literacy rate of just under 40%. If we can see what the causes of literacy are in Bihar, then may be we will have an idea of how to create and sustain literacy throughout the country or, to put it another way, if literacy can be created and sustained in Bihar, it can be created and sustained anywhere.

### Experience

In this Paper I would like to share my experience of attempts to spread, create, sustain literacy in South Bihar, especially among tribals and scheduled castes, and to see if, after reflection on this experience, we can come up with some answers. Let us begin by looking at some of the attempts.

### Adult Education

Our Jesuit Educational Association, after many meetings in villages, opened 70 adult education centres in Hazaribag district. Local young men were chosen to be the teachers. They were given some training, and every month were called to central villages for sharing, and further training. Things started off well, and some illiterate youths were taught to read and write. But gradually the clientele changed, and the learners, in these adult education centres became mainly young children who either could not go to school during the day because they were looking after the goats or cattle or their younger brothers and sisters, or they were children attending a local government primary school where the teaching was poor and often irregular. Adults, on the whole, were too tired after a hard day's work to settle down to two hours learning, especially as the teacher, though sincere had little training and less status.

In Simaria block of Hazaribagh district, the adult education department launched an adult education drive with scores of centres. This campaign failed to

motivate the illiterate adults, partly because of the problems we encountered, and partly for reasons well known to be often connected with government efforts especially in rural areas.

So in both cases, in similar areas, mainly with backward caste, tribal and scheduled caste peoples, the adult education programme failed. However, in the case of our private organisation, the failure was not complete as the education of the children was the first step towards a more complete education for many of them as we shall see when we look at primary school education.

### **Non-formal Education**

Non-formal educational centres are meant to be flexible with regard to time and place and are normally held for 2 hours daily. I decided to organise some centres in the rural parts of Sadar block in Hazaribagh district with the help of former trainees of the Primary Teachers Education College, where I was the Principal. The former trainees were enthusiastic, conducted surveys, and soon five centres were started. The trainees were paid the same rate as the government run non-formal education centres. Classes were normally held in the evenings, but in two cases they were held in the afternoons. As a 'polite' check on the instructors, trainees studying in the education college used to visit the centres occasionally and were happy to find that teaching was regular and the children enthusiastic. Every month, I met the teachers, discussed problems and methods, vetted progress, and encouraged the teachers. It was decided to have examinations at the end of the year, and these were held in our middle school, attached to our primary teachers education college. The teachers set papers of different standards, according to the different 'classes' the children were in. The results were very encouraging. What was interesting was the large number of girls that were attending these non-formal centres. At the end of the year, due to lack of funds, the programme was discontinued, but a real habit of learning had been built up, so that most of the children went on to a nearby primary school, usually a private one, run by unemployed youths.

I was also involved indirectly with government training programme for non-formal education instructors. The programme was usually of 10 days duration, and residential. Programmes were conducted by the district adult education officer in our teachers education college, and also in our Hindi medium high school in Hazaribagh when I was the headmaster there. Though some of the organisers were dedicated and knew how to train others, in general there was a lack of professionalism in the 10 day programme. Moreover, one wondered what was the criterion for selecting some of the non-formal education instructors. After the training, these young men and women were meant to start teaching, be given equipment, and be paid an honorarium every month. After a few months, I met some of these instructors, and found them discouraged. Equipment took ages to materialize, and the small

honorarium was paid very irregularly. Moreover there was no follow-up. It wasn't difficult to guess how successful the non-formal centres were.

### **Non-formal Education for Rural Girls**

According to the 1991 census, the female literacy rate is 39.42% compared to 63.86% for males. Moreover there is a significant rural-urban disparity among women, with rural female literacy about half of urban female literacy. Hence, the rural girl is clearly the key target group if literacy is to be tackled successfully. Good, well run primary schools in villages will partially solve this problem and create and sustain literacy among rural girls. But education of the community is essential to change the attitude that girls' education is a waste of time and money. My experience with tribals in Chotanagpur and especially in Palamau district, tells me that community, conscientization, combined with practical action, can bring literacy to tribal, rural areas.

Through community awareness programmes, Oraon tribals of the Mahuadanr block in Palamau district saw that unless future mothers were educated, their tribe would not improve very much. Our organisation zeroed in on this realization and a nine months residential school for illiterate young women, soon to be married, was begun. The young women were taught hygiene, cooking, health care, baby care, agriculture, sewing. They were encouraged to dress neatly. They were taught to read and write, to sing - of course tribal girls need little training in singing and dancing. They were taught simple arithmetic. And most important of all, they were given self-confidence. When they returned to their village after 9 months they were changed persons.

The tribal community saw the difference. Slowly, they came to a momentous decision. No young women would be given permission to marry unless they had attended the 9 months residential course or passed fifth class at school. Of course, for a short time, after promulgation of the decision, a few exceptions had to be made, but very soon, the climate was built up, so that now all the tribal girls of the area either go to school or attend the 9 months residential course. In fact, practically all the Oraon girls go, as a matter of course to primary school, so very soon there will be no need for the nine months course for illiterate young women.

### **Primary Schools**

Many reasons are given for the failure to eradicate illiteracy. Poverty, ignorance of parents, cultural factors especially with regard to the girls child, irrelevance of literacy to better one's standard of living - surely all these are important factors. But if we had concentrated on a well run, relevant primary school education system immediately after independence, I believe we would already have

a basically literate nation instead of one where only 50% are literate. Again, I wish to share my experience of primary school education in Bihar, with special reference to Palamau and Garhwa districts in South Chotanagpur, and Hazaribagh and Chatra districts in North Chotanagpur.

Let me start with an example. Our Jesuit Educational Association was running a night school in the scheduled caste part of a fairly big village, with a mixed population of scheduled castes and backward castes. As indicated earlier, the night school, originally meant for adults, soon became a school for young children who couldn't go to school during the day, or simply didn't feel attracted towards a full day at school. In the village itself was a two roomed government primary school, very well built, part of the operation blackboard project. It was a two teacher school up to 5th standard with a regular attendance of about 12 children. An elderly lady teacher came quite regularly from a village about 5km away. The male teacher rarely turned up. In all my visits to the village, I never ever saw him.

The villagers, seeing the effect of the night school on their children, asked us to open a day school. We pointed out that there was a government school with a pukka building in the village, and it was their duty to get it running well. They petitioned the education department authorities to see that their school had regular teaching with both teachers present. But the village was far away from the district and block headquarters. Petition followed petition. But how many times could the villagers go so far, and leave their work? The education officer half admitted that he couldn't do anything. So rather reluctantly, we started a school in a small mud hut about 1/10 the size of the pukka government building. Two young lady teachers, former trainees of our teachers education college, were appointed. The villagers gave them a room in one of the better off villager's houses. Within one month, one hundred children were attending the school, including tribal children from a village nearby.

Monthly meetings were held with the villagers who realised that a school building was needed. They agreed to give some unused land, and to help with the building of the school. So a 'kutchra' building with two rooms was built thus duplicating school buildings and schools in the same village. Actually, three hundred metres from the government school building, but in the next village. Another pukka two roomed school building had been built, again with a few children and one lady teacher. Yet, parents preferred to pay a small contribution every month towards the teachers salary, in 'their' school even though the village had a pukka school building where the children could be educated free and scheduled caste and scheduled tribe children could get a government stipend. After our school had been running nine months, the teachers organised a sports day. I was the 'chief' guest. It was a real joy to see the happiness of the children take part in items. The school had been a sign of hope, and for the children, a place of joy, and not of drudgery.

Unfortunately, this is not an isolated example. In village after village, we received petitions to open school even though there is a government school in the village or close by. And our Association isn't the only organisation that is running school on a modest scale in the villages. In many villages, unemployed 'educated' youth, to make a little pocket money, to keep themselves occupied, and hopefully moved by the spirit to educate the children of their own village, have started private schools with fancy names, even calling them English medium schools, asked for fees, and parents send their children. Why? Because there are regular classes. There have to be of course, because if the teachers are not regular, the parents will not send their children, and the teachers income will decrease. In a government school, whether the teacher comes or not, he/she is still paid.

Of course, I do not want to give the impression that a well run private school in a village will attract all the children to school. In the example I gave earlier, three of the poorest scheduled caste families did not send their children to school, even though the school building was right next to their houses. We cannot expect to jump from 5% of children going to school to 100%. But if we jump to 80%, then the climate of the village will change so that after a few years, all will be going to school.

In some very backward, poor tribal villages of Hazaribagh district, initially even a regular school could not work. The method that we then had to use was to convince one or two families to send a child to a hostel, with the hostel fee heavily subsidized. If the child remained in the village, he/she had to work so had no time for school. This method of having a select children in a hostel attached to one of the primary schools worked. The children were educated, and their example spread the message and made it easier to start a school in the village.

### **Conclusion**

Different approaches work in different areas. The Total Literacy Campaign has worked well in some districts. Mahila Mandals have done very good work in some places. We have to reflect on our experiences, see possible models and their applicability to different areas. We have to see what has to be the basic thrust to create, and more importantly, to sustain literacy.

My direct experience is of Chotanagpur in South Bihar. I see two key factors necessary for the creation and sustenance of literacy. The first is the building up of the community awareness, and that can only be done by dedicated people who are trusted by the community. The second is a well run village primary school, preferably with lady teachers. For me, all other solutions dodge the problem of how to create and even more important to sustain literacy. Moreover, though I doubt the

government will be willing to do so, I think it is necessary to give reputed non-government agencies the freedom and the means to run primary schools in villages. The government of India has embarked on a policy of liberalisation of the economy. Private agencies have been allowed to run airline to compete with, and smarten up Indian Airlines. Some states are allowing private companies to run the electricity departments. There is a talk of a certain privatisation of telecommunications. The government has realised from experience, that a government monopoly doesn't encourage efficiency and professionalism in most cases, and this is certainly true in the realm of elementary education.

Of course, education is a delicate area because it is concerned with values, and it is the government's duty to see that national values are taught, nurtured and preserved. But I am not suggesting that the education department relinquish control of education system, of the syllabus, of examinations. I am suggesting that state governments allow reputed educational bodies to manage rural primary schools which will be aided and recognised by the government. The excuse of look of finance is not able to be sustained. Children have to be educated. This is the government's responsibility. If the children in a private school were in a government school, the government would have to supply teachers for them. So why not supply teachers for schools that have a good chance of working? It is simply a question of priorities.

In states where literacy is low, the main obstacle to progress is a poorly run irrelevant, inflexible government primary school system. As long as that remains, literacy will not be created and more importantly not sustained. Even if children start going to school, they will soon drop out because of the unattractive, irregular classes. For example, of 100 rural girls who start primary school, only 40 are found in class five. This drop out rate is very much reduced in well run primary school. So serious politicians and government education department officials have to join hands with professional, reputed non government educational bodies to ensure a relevant, interesting, regular primary school education in villages. The Bihar Education Project has shown the way in small but daring move, by appointing a professional educational administrator from the reputed Xavier Labour Relations Institute, Jamshedpur, on a contract, as the director of the Bihar Education Project for West Singhum district. Already this district has become the model district of the project.

Before us are two possibilities. Either we continue with a government monopoly of rural primary school education, or we introduce a cooperative effort of the government with private agencies. I believe that only the second will have a chance of sustaining a climate of literacy by the year 2000. But I wonder whether governments are willing to even consider such a proposal.

## **Adult Education News**

### **Adult Education in the Context of Education for All by 2000 : Report of Round Table**

The Indian Adult Education Association organised a Round Table on "Adult Education in the Context of Education for All by 2000" in New Delhi on May 11-12, 1994. 35 delegates from various parts of the country attended the two day meet.

Initiating the discussion, Shri Tarlok Singh, former Member, Planning Commission said that the survey and the planning being done in the district campaign did not appear to be thorough or systematic. Therefore, results reported to the national level from the districts are neither sufficiently informative, nor do they provide means for internal scrutiny and cross-check.

He said that though progress has been made in many districts but still there are several issues on which greater quality is needed.

Underlying the need to have a coherent policy on post-literacy and continuing education, Shri Tarlok Singh said that the Jan Shikshan Nilayam has neither been given up, nor is it being actively pursued. The indications, he said, are such that such Jan Shikshan Nilayams as have come into existence are being phased out. He urged the voluntary organisations to devise their own innovative post-literacy projects in areas in which they are working and seek Government support for them. The approaches so far adopted on behalf of the National Literacy Mission still seem to be somewhat adhoc, he felt. Yet post-literacy and continuing education were vital to the success of the efforts for eliminating illiteracy, specially in rural areas.

He said that the volunteer at the post literacy stage also requires comprehensive training so as to make effective contribution in this area too. Shri Singh said that determination of the Government to pursue the eradication of illiteracy is the critically important national programme and should be of great encouragement to all voluntary agencies and workers connected with this problem. He asked the voluntary organisations to formulate their own views on the subject and help create the necessary public opinion for change. They should endeavour to secure greater public discussion on the implications of existing policies, in the first instance, for voluntary effort and, in the longer run, for the success of the entire national programme of adult education and non-formal and continuing education.

The sub-themes of the Round Table were i) Environmental Building for Literacy - Review of Present Efforts and Future Strategies; ii) Women's Literacy particularly of Rural Women; iii) Post Literacy and Continuing Education for Neo

Literates; and iv) Achieving Total Literacy by the Year 2000 - What should be the strategy?

Sarvshri N C Pant, R N Mahlawat and Smt. Bimla Dutta, Vice-Presidents of IAEA presided over the various sessions of the Round Table.

The Round Table made the following broad suggestions;

1. Legal provision should be made for those workers who are illiterate working in the public sector/private sector undertakings for time to study during their duty period and provision of instructors for them among the staff of their organisation.
2. Media should be effectively utilised for ensuring the success of TLC.
3. Efforts should be made to strengthen relationship between the Government and the NGOs for smooth cooperation and coordination of activities.
4. DRUs should be actively involved in the planning and implementation of TLC at district/area level.
5. Large voluntary organisations like the Indian Adult Education Association should have research, planning and production units so as to provide effective support to adult education programmes in the field.
6. NSS should be exclusively entrusted the responsibility of eradicating illiteracy during the next three years.

The Round Table made the following recommendations:

1. The Round Table on Adult Education in the context of Education for All by the year 2000 organised by the Indian Adult Education Association which met in New Delhi on May 11-12, 1994 welcomes the initiative taken by the Government of India to achieve total literacy through the campaign approach but it feels that some reconsideration is needed at many places so as to make the entire programme more participatory and meaningful.
2. The Round Table recommends that environment building through one time Jathas or Streets plays cannot create sustainable environment which is absolutely essential to motivate the learners and the volunteers and to keep their interest alive. This, the Round Table feels should be a continuous process and local talent should be utilized to organise need based environmental building programmes. The potentiality of electronic media should also be fully utilized for the purpose.

3. The Round Table notes that many voluntary organisations have played important role in promoting and implementing adult education programmes in the country. But in the TLC they are not being actively associated with the programme. It recommends that Government must take benefit of their experience and expertise in the field, particularly in the education of women.

4. The Round Table suggests that well established and experienced voluntary organisations should initiate their own innovative literacy programme. They should also strengthen their own resources in addition to Government grants.

5. The Round Table feels that the Jan Shikshan Nilayams should start functioning before the launching of the literacy programme as they will create a favourable climate to motivate non-literate towards acquiring literacy. It will also motivate the volunteers to join the programme. It urges the Govt. to have a fresh look at the activities, functions and budgetary provisions of a JSN and their number should be multiplied with revised budget and functions.

6. For promoting literacy education for women the Round Table feels that mere literacy may not be of much attraction to many women illiterates. It urges that women literacy programmes must invariably be linked with economic upliftment programmes so that their interest in the programme continues.

7. The Round Table suggests that the entire programme of adult education should be decentralised. Panchayats and Primary Schools in the villages should be given the responsibility for achieving total literacy in the village/area. They should be allocated funds for implementing the programme and should also be held responsible if the targets are not achieved.

Panchayats, voluntary organisations and cooperatives etc. should be also given responsibility for Post-literacy programme and should be encouraged to mobilise local resources.

8. The Round Table notes that the major responsibility for eradication of illiteracy is at present with students. To get their meaningful and active involvement in the literacy programme, it is absolutely essential to give them adequate incentives. The delay in announcing such incentives would result in not achieving the target of Education for All by the year 2000.

9. The Round Table notes that at many places the volunteers have started demanding payment as they find that other functionaries connected with TLC are getting salaries/honorarium. It recommends that either honorarium or adequate incentives must be provided to the volunteers in the present TLC set-up.

# Content

10. The Round Table notes that though the adult education programme is a national commitment in which all political parties, trade unions, cooperatives and their mass organisation should actively participate but feels that their participation is still lacking and urges the Govt. to take their cooperation so as to achieve the target of Education for All by the year 2000.

11. The Round Table feels that campaign approach should be increasingly supplemented by the approach of consolidation at all levels.

12. The Round Table feels that in each district the more difficult areas should be identified and special programmes should be devised for them.

13. The Round Table notes that the information and reporting system for TLCs should be improved and made more systematic. There should be separate reporting on progress relating to men and women and rural and urban areas.

14. The Round Table feels that for achieving total literacy by the year 2000, multi-pronged approach should be adopted and not restricted to literacy campaigns only.

## **International Conferences/Seminars**

### **The World Summit for Social Development**

The United Nations is convening a World Summit for Social Development in Copenhagen, Denmark on March 11-12, 1995. Pre-Summit consultations will be from March 6-10, 1995.

The World Summit for Social Development will bring together Heads of State and Government from around the world to agree on joint action on three core issues:

- Alleviating and reducing poverty;
- Expanding productive employment; and
- Enhancing social integration

Participants and observers will include Governments, Organisations of the United Nations System, intergovernmental organisations, non-governmental organisations (NGOs) and experts and professional associations.

The Summit will be the fifth in a series of six landmark world conferences organised by the United Nations in the 1990s, all of them closely related: The World Summit for Children (New York, September 1990); the United Nations Conference

on Environmental and Development (Rio de Janeiro, June 1992); the World Conference on Human Rights (Vienna, June 1993); and the forthcoming International Conference on Population and Development (Cairo, 5-13 September 1994) and the Fourth World Conference on Women (Beijing, 4-15 September 1995). The Ninth United Nations Congress on Crime Prevention and the Treatment of Offenders will take place in early 1995.

The General Assembly has invited NGOs in consultative status with the Economic and Social Council, Especially from developing countries to participate in the summit and its preparatory meetings.

Further information can be had from : UN Secretariat of the World Summit for Social Development, NGO Unit/DPCSD, Room DC2-2340, New York, New York 10017, USA.

### **Facing Hatred : Report**

The International Federation of Workers' Education Associations (IFWEA) in collaboration with Friedrich Ebert Foundation, Histadrut - the General Federation of Labour in Israel organised a Seminar on "Facing Hatred" in Beit-Berl, Israel.

The international Seminar stressed the problem of racist, religious, national, and other forms of hatred. The Seminar also reviewed psycho-sociological and legal theories related to prejudice, discrimination and hatred.

The following major guidelines were adopted:

1. Hatred is not a built-in element of human nature. It is an acquired attitude which may lead to violent behaviour towards human beings, acts of provocation and retaliation.

2. While education alone cannot solve political, racist, religious, national and other types of animosities, it can and should play a fundamental role for the purpose of achieving social justice. Moreover, the seminar calls upon the education policy makers to have due regard to innovations inside and outside the educational institutions and include these effective educational tools in facing hatred within the framework of general curricula.

3. Hatred towards the "other" is developed at a very early age. Education about values of democracy and social justice should not only begin at the earliest stages in human life, when values are moulded, but should also put an emphasis on the education of adults, particularly in the education of educators.

4. The seminar considers that whereas each "hatred situation" requires its particular approach, much could and should be learnt from others' experiences. In this context, the seminar urges the IFWEA to develop a closer network of communication between the member organizations and develop a data-base which would gather relevant educational experiences, schemes and programmes devoted to the struggle against hatred, xenophobia, racism, religious, cultural and national prejudices.

65 participants from 12 countries attended.

### **Garg, Choudhary Re-elected**

Shri B S.Garg, Kulpramukh, Rajasthan Vidayapeeth Kul has been re-elected President of the Indian Adult Education Association for a three year term. Shri K C Choudhary, President, Central India Adult Education Association and Member, MP Backward Classes Commission has been also re-elected as General Secretary of the Association. Shri R N Mahlawat, President, Janata Kalyan Samiti, Rewari has been elected Treasurer of IAEA.

The following Office-bearers and Executive Committee members were elected at the meeting of the council of IAEA held in Ajmer on June 18, 1994.

**President :** Shri B S Garg

**Vice-President :** Shri Bhai Bhagwan, Prof. B B Mohanty, Dr. K S Pillai, Smt. Kamala Rana, Prof. Yashvant Shukla

**Treasurer :** Shri R N Mahlawat

**General Secretary :** Shri K C Choudhary

**Joint Secretary :** Shri N C Pant

**Associate Secretaries :** Shri A L Bhargava, Dr. J M Gadekar, Prof. Nanubhai Joshi, Shri A H Khan

**Executive Committee Members :** Ms Jaya Arya, Shri Sudhir Chatterjee, Shri S Ramesh, Ms Shobhana Ranade, Shri T K Ray, Dr. A K Sharma, Shri B R Vyas, Shri K L Zakir.

**I.A.E.A. BOOKS IN ENGLISH**

	<b>Rs.</b>	<b>US \$</b>
1. Directory of Adult Education Institutions in India (1993)	30.00	5.00
2. Development of Human Interests by Dharm Vir (1993)	40.00	4.00
3. A B C of Non-Formal Education by K.S. Pillai (1993)	40.00	4.00
4. Approaches to Total Literacy edited by BB Mohanty & J L Sachdeva (1992)	30.00	4.00
5. Each One Teach One--Laubach's Materials and Methods edited by S Y Shah (1991)	75.00	9.00
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**INDIAN ADULT EDUCATION ASSOCIATION**

The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education visualized as a continuous and lifelong process. It directs its efforts towards accelerating adult education as 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 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 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' Education 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 are located in the Shafiq Memorial at 17-B, Indraprastha Estate, New Delhi- 110002.

# Indian Journal of **Adult Education**

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- Gender Inequity in Literacy
- Socio-Economic Status of Volunteer Instructors and Dropout Learners of TLC
- Differential Traits of Illiterate Participants and Non-Participants in TLC
- Production of Literacy Material in Minor Languages
- Training Farmers through Video



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The Indian Journal of Adult Education, first published as a monthly 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 1500 and 2000 words; in exceptional cases, longer articles can be accepted. Mimeographed, Xeroxed or carbon copies of manuscripts will not be accepted. Manuscript 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, India .

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## **Editorial**

Technology transfer is an adult education function. Transfer of technology takes place through different stages. Awareness of the technology is the first and most important stage. Such an awareness is created through communication.

Transfer of skill is an important component of technology transfer. Skill transfer is possible through method demonstration and regular practice. Apprenticeship is also an accepted method of skill transfer. Even if a skill is perfectly mastered, adoption of technology will not take place unless the technology is absorbed in the socio-economic milieu.

Sometimes an advanced technology is thrust upon a society which does not have the capability to absorb the technology. Societal capability to absorb a technology is a function of economics, culture and education. Technological change is very fast. Unless properly managed, it disturbs and even destroys a society. There are instances in the developing societies where the introduction of an inappropriate technology has adversely affected its development.

Adult education has a key role to play in the whole area of technology transfer and adoption. It makes the people aware of the technology, teaches them the skills necessary to manage and adopt the same and creates in them the capability to absorb the technology only when they find that it will benefit the society.

**M.V. Lakshmi Reddy**

## **Gender (In)equity in Literacy : An Analysis**

Promotion of women's education has been the concern of India since independence. The Central and State governments, voluntary organisations and other institutions have been doing a lot for the progress of women's education and literacy by stepping up and strengthening their formal and non-formal education programmes. Yet, the achievements in women's education and literacy are far from the goals set for. Universalisation of Elementary/Primary Education, more particularly, among women, has remained illusory.

Gender disparity in education and literacy is, of course, an historical phenomenon and can be attributed to several economic, social and cultural compulsions. Currently it has become an issue of wide discussion. The relevance of women's education and literacy to social, economic, cultural, and political development of the individual, family, community and nation is a universally acknowledged fact. The gravity of gender disparity in literacy and the need to bring it down has been recognised and voiced by all.

## Major Concern

Eradication of illiteracy has been the major concern of India in the recent past in consonance with Education for All at the global level. Alongside strengthening the formal education sector, there have been many special drives in respect of literacy promotion like Farmers' Functional Literacy Programme, National Adult Education Programme (NAEP) covering many programmes - Rural Functional Literacy Programme (RFLP), State Adult Education Programme (SAEP), Mass Programme of Functional Literacy (MPFL), Non-Formal Education programme for the 6-14 age group, Back-to-School Programme, etc., - and Total Literacy Campaigns (TLCs) of the National Literacy Mission, all giving emphasis to women as the priority group among others. Further, the gender disparity in literacy has also been voiced in many national and international seminars, conferences, summits, etc., including the recently concluded Delhi summit of Education for All. No doubt, as a result of all the above efforts, the number of literates and literacy rate have increased over time. But, simultaneously the number of illiterates has also gone up. The total number of illiterate women (age group 7 and above) in the country increased from 182.91 million in 1981 to 200.52 million in 1991 as against the increase in the number of illiterate men from 120.90 million in 1981 to 128.36 million in 1991. That means the increase in the number of female illiterates is more than double that of the male illiterates. In both the censuses, the female illiterates constituted around 60 per cent of the total illiterate population of India.

Table-1 reveals that there has been a continuous improvement in total, male and female literacy rates of rural, urban and all areas over the corresponding literacy rates in the previous decade. But, the gap between male and female literacy rate has been continuing at almost the same magnitude as it was a few decades ago. This is worse in the case of rural areas.

**Table -1 : Area and Sex-wise Literacy Rates and Gender Disparity in India : 1961-91**

Year	Age group	Total	Male	Female	Gender Disparity (M-F)
1961	T 5 and over	28.30	40.39	15.33	25.06
	R - do -	22.46	34.26	10.13	24.13
	U - do -	54.43	65.98	40.46	25.52
1971	T - do -	34.45	45.95	21.97	23.98
	R - do -	27.89	39.55	15.52	24.03
	U - do -	60.22	69.83	48.84	20.99

1981*T - do -	41.43	53.46	28.47	24.99
R - do -	34.04	46.73	20.66	26.07
U - do -	64.85	73.92	54.40	19.52
1981*T 7 and over	43.67	56.50	29.85	26.65
R - do -	36.00	49.60	21.70	27.90
U - do -	67.20	76.70	56.30	20.40
1991@T - do -	52.21	64.13	39.29	24.84
R - do -	44.69	57.87	30.62	27.25
U - do -	73.08	81.09	64.05	17.04

\*Excludes Assam where 1981 census was not held

@Excludes Jammu & Kashmir where 1991 census was not held

Source : A Handbook of Population Statistics, Census of India, New Delhi, 1988.

Census of India, 1991, Series - 1, Paper - 2, Final Population Totals, New Delhi, 1993.

It can be observed from the above data that:

i) female literacy rates, in all the censuses, in rural, urban and all areas have been below the corresponding male literacy rates which were higher than the respective total literacy rates.

ii) total, male and female literacy rates of urban areas continued to be higher than the corresponding rural literacy rates.

iii) the gender disparity in literacy rate (Male Literacy Rate - Female Literacy Rate) has been continuing at almost the same proportion (25.06% in 1961 and 24.84% in 1991). It has been higher in rural areas than that in urban and all areas. There is a considerable fall in gender disparity in urban areas, from 25.52 per cent in 1961 to 17.04 per cent in 1991, while there is slight increase in it in rural areas (24.13% in 1961 and 27.25% in 1991). The highest gender disparity in literacy (27.90%) is in rural areas while it is least (17.04%) in urban areas.

iv) compared to males in rural, urban or all areas, the females are backward in literacy by about three decades, because the female literacy rates in 1991 are more or less equal to the corresponding male literacy rates in 1961.

It can, therefore, be concluded that though male and female literacy rates have gone up from 1961 to 1991, there has been an undesirable continuance of gender disparity, except in urban areas. An analysis of gender disparity in literacy, including that among the Scheduled Castes and Scheduled Tribes, at different levels - state, district, taluk, etc., - would help the policy makers, administrators and implementors at different levels understand the situation of gender disparity and take appropriate measures to reduce it. Such a detailed analysis is, no doubt, a laborious and time consuming process. However, it would not be untimely or less useful to analyse in detail the situation of gender disparity in literacy atleast at one level.

An attempt has been made to highlight situation of gender disparity at State/ Union Territory level by analysing in detail the total, male and female literacy rates of rural, urban and all areas in 1991. It also intends to provide an insight into the correlation between the ranks of literacy rates and gender disparity. The analysis is based on the literacy rates calculated for the population aged 7 years and above, which excludes Jammu and Kashmir where 1991 census was not held.

### Gender Disparity - All Areas

**Table - 2: Sex-wise Literacy Rates and Gender Disparity of States/Union Territories - 1991**

Sl.No.	State/U.T.	Total	Male	Female	Disparity (M-F)
1.	Andhra Pradesh	44.09 (27)	55.13 (26)	32.72 (25)	22.41 (15)
2.	Arunachal Pradesh	41.59 (29)	51.45 (31)	29.69 (26)	21.76 (16)
3.	Assam	52.89 (22)	61.87 (23)	43.03 (22)	18.84 (20)
4.	Bihar	38.48 (31)	52.49 (30)	22.89 (30)	29.60 (3)
5.	Goa	75.51 (5)	83.64 (5)	67.09 (5)	16.55 (23)
6.	Gujarat	61.29 (14)	73.13 (13)	48.64 (16)	24.49 (8)

7. Haryana	55.85 (21)	69.10 (16)	40.47 (23)	28.63 (5)
8. Himachal Pradesh	63.86 (11)	75.36 (11)	52.13 (12)	23.23 (12)
9. Karnataka	56.04 (20)	67.26 (19)	44.34 (21)	22.92 (13)
10. Kerala	89.81 (1)	93.62 (1)	86.17 (1)	7.45 (30)
11. Madhya Pradesh	44.20 (26)	58.42 (24)	28.85 (27)	29.57 (4)
12. Maharashtra	64.87 (10)	76.56 (10)	52.32 (11)	24.24 (9)
13. Manipur	59.89 (16)	71.63 (14)	47.60 (17)	24.03 (10)
14. Meghalaya	49.10 (23)	53.12 (29)	44.85 (20)	8.27 (29)
15. Mizoram	82.27 (2)	85.61 (3)	78.60 (2)	7.01 (31)
16. Nagaland	61.65 (13)	67.62 (18)	54.75 (10)	12.87 (27)
17. Orissa	49.09 (24)	63.09 (22)	34.68 (24)	28.41 (6)
18. Punjab	58.51 (17)	65.66 (21)	50.41 (14)	15.25 (24)
19. Rajasthan	38.55 (30)	54.99 (27)	20.44 (31)	34.55 (1)
20. Sikkim	56.94 (19)	65.74 (20)	46.69 (18)	19.05 (19)

21. Tamil Nadu	62.66 (12)	73.75 (12)	51.33 (13)	22.42 (14)
22. Tripura	60.44 (15)	70.58 (15)	49.65 (15)	20.93 (18)
23. Uttar Pradesh	41.60 (28)	55.73 (25)	25.31 (29)	30.42 (2)
24. West Bengal	57.70 (18)	67.81 (17)	46.56 (19)	21.25 (17)
25. Andaman & Nicobar Islands	73.02 (8)	78.99 (9)	65.46 (8)	13.53 (26)
26. Chandigarh	77.81 (4)	82.04 (7)	72.34 (4)	9.70 (28)
27. Dadra & Nagar Haveli	40.71 (29)	53.56 (28)	26.98 (28)	26.58 (7)
28. Daman & Diu	71.20 (9)	82.66 (6)	59.40 (9)	23.26 (11)
29. Delhi	75.29 (6)	82.01 (8)	66.99 (6)	15.02 (25)
30. Lakshadweep	81.78 (3)	90.18 (2)	72.89 (3)	17.29 (22)
31. Pondicherry	74.74 (7)	83.68 (4)	65.63 (7)	18.05 (21)

Note : Figures in parentheses indicate the ranks

Source : of Literacy Rates : Census of India, 1991, Series-1, Paper - 2, 1992,  
Final Population Totals, New Delhi, 1993.

Table - 2 reveals that in all States/UTs the female literacy rates are less than male literacy rates which are higher than the total literacy rates.

Kerala occupies the first rank in total, male and female literacy rates. Still, though less, the gender disparity (G.D.) of 7.45 per cent exists in the state, which is slightly more than gender disparity in Mizoram (7.01%), the State with least gender disparity. The state of Rajasthan and Bihar not only take the last two ranks in female literacy rate, but also the gender disparity is higher in these two States (34.55% and 29.60% respectively).

Goa, Kerala and Tripura retain their respective ranks of 1, 5 and 15 in total, male and female literacy rates, while the ranks of other states/UTs in respect of their total, male and female literacy rates have varied.

Rank Correlation between different literacy rates and between literacy rates and gender disparity have been studied by using following formula:

$$r = 1 - \frac{6 \sum d^2}{n(n^2-1)}$$

where r denotes Spearman's Rank Correlation, d denotes the difference between the ranks of two variables (of the same State/UT) and n the number of pairs.

The correlation, for the purpose of interpretation, is considered to be low, medium or high if the coefficient of correlation is between +0.01 and +0.33, +0.34 and +0.66, and +0.67 +0.99 respectively. If it is +1, -1 and 0 it indicates perfect positive, perfect negative and no correlation respectively.

The Rank Correlations studied for Table 1 are shown below:

Variables	Rank Correlation
i) TLR and MLR	0.96
ii) TLR and FLR	0.99
iii) MLR and FLR	0.92
iv) TLR and G.D.	-0.70
v) MLR and G.D.	-0.49
vi) FLR and G.D.	-0.75

It is clear from the above correlation coefficients that there exists high positive correlation between Total Literacy Rate (TLR) and Male Literacy Rate (MLR), TLR and Female Literacy Rate (FLR), and MLR and FLR. But medium to high negative correlations were found between TLR, MLR, FLR and Gender Disparity in literacy rates (G.D.) as shown above. It shows that with the increase in rank of TLR the rank of FLR increases more than that of MLR, and as a result the rank of gender

disparity decreased. The decrease in gender disparity rank means the decrease in disparity between male and female literacy rates. In other words, **though the MLRs in all the States/UTs are higher than FLR, any increase in FLR at present has more positive effective on reducing the gap between male and female literacy rate.**

There are 22 States/UTs with their literacy rates above national literacy rate of 52.21 per cent, 21 States/UTs with their male literacy rates above the national male literacy rate (64.13%), and 23 States/UTs with their female literacy rates above the national female literacy rate (39.29%). While only 12 States/UTs have their female literacy rates above the national literacy rate (52.21%), all States/UTs excepting Arunachal Pradesh have their male literacy rates above the national literacy rate. This reflects the quantum of female backwardness in literacy.

The range in female literacy rates (65.73) is also higher than that of male literacy rates (42.17%) and total literacy rates (51.33%) of States/UTs.

The gender disparity in literacy in Rajasthan, Uttar Pradesh, Bihar, Madhya Pradesh, Haryana, Orissa and D&N Haveli is higher than the national gender disparity of 24.84 per cent (64.13% - 39.29%). Gender disparity is least (7.01%) in Mizoram followed by Kerala (7.45%), Meghalaya (8.27%) and Chandigarh (9.70%).

When total, male and female literacy rates of States/UTs are compared with the respective literacy rates at the national level, ten years backwardness of (a) Rajasthan and Bihar in total, male and female literacy; (b) Arunachal Pradesh, Uttar Pradesh, and D&N Haveli in male and female literacy; (c) Andhra Pradesh and Meghalaya in male literacy; and (d) Madhya Pradesh in female literacy can be observed, because the total, male and female literacy rates, at present, of these States/UTs are almost equal to the respective national literacy rates of 1981.

### **Gender Disparity - Rural Areas**

Table 3 presents the state-wise rural literacy rates and gender disparity alongside their ranks. It shows that there are 23 States/UTs with their rural total and rural male literacy rates less than the national rural total and rural male literacy rates of 44.69 per cent and 57.87 per cent respectively. **But, the number of States/UTs with their rural female literacy rates higher than the national rural female literacy rate (30.62%) is 24.**

The number of States/UTs with rural male literacy rate and rural female literacy rate above national rural literacy rate is 30 and 11 respectively. It means, while there is only one State with rural male literacy rate below that at national level, there are about two-third of States/UTs with their female literacy rate below

that at national level.

Kerala and Lakshadweep take the first and second ranks in total, male and female literacy rates of rural areas while Rajasthan and Bihar occupy the last two ranks in total and female literacy rates. Meghalaya and Arunachal Pradesh occupy the last two ranks in male literacy rates.

The States of Kerala and West Bengal have retained their respective ranks of 1 and 19 in the case of total, male and

**Table - 3: Sex-wise Rural Literacy Rates and Gender Disparity of States/UTs - 1991**

Sl.No.	State/UT	Total	Male	Female	Gender Disparity (M-F)
1.	Andhra Pradesh	35.74 (29)	47.28 (29)	23.92 (26)	23.36 (17)
2.	Arunachal Pradesh	37.02 (25)	47.00 (30)	25.31 (25)	21.69 (20)
3.	Assam	49.32 (21)	58.66 (23)	39.19 (18)	19.47 (23)
4.	Bihar	33.83 (30)	48.31 (27)	17.95 (30)	30.36 (5)
5.	Goa	72.31 (4)	81.71 (3)	62.87 (4)	18.84 (24)
6.	Gujarat	53.09 (17)	66.84 (14)	38.65 (20)	28.19 (9)
7.	Haryana	49.85 (20)	64.78 (16)	32.51 (23)	32.27 (3)
8.	Himachal Pradesh	61.86 (8)	73.89 (9)	49.79 (9)	24.10 (15)
9.	Karnataka	47.69 (22)	60.30 (21)	34.76 (22)	25.54 (12)

10. Kerala	88.92 (1)	92.91 (1)	85.12 (1)	7.79 (30)
11. Madhya Pradesh	35.87 (28)	51.04 (25)	19.73 (28)	31.31 (4)
12. Maharashtra	55.52 (14)	69.74 (10)	40.96 (17)	28.78 (7)
13. Manipur	55.79 (13)	67.64 (11)	43.26 (15)	24.38 (14)
14. Meghalaya	41.05 (24)	44.83 (31)	37.12 (21)	7.71 (31)
15. Mizoram	72.47 (3)	77.37 (5)	67.03 (3)	10.33 (29)
16. Nagaland	57.23 (11)	63.42 (18)	50.36 (8)	13.06 (28)
17. Orissa	45.46 (23)	60.00 (22)	30.79 (24)	29.21 (6)
18. Punjab	52.77 (18)	60.71 (20)	43.85 (14)	16.86 (26)
19. Rajasthan	30.37 (31)	47.64 (28)	11.59 (31)	36.05 (1)
20. Sikkim	54.38 (16)	63.49 (17)	43.98 (13)	19.51 (23)
21. Tamil Nadu	54.59 (15)	67.18 (12)	41.84 (16)	25.34 (13)
22. Tripura	56.08 (12)	67.07 (13)	44.33 (12)	22.74 (18)
23. Uttar Pradesh	36.66 (27)	52.05 (24)	19.02 (29)	33.03 (2)
24. West Bengal	50.50 (19)	62.05 (19)	38.12 (19)	23.93 (16)

25. A&N Islands	69.73 (5)	75.99 (7)	61.99 (5)	14.00 (27)
26. Chandigarh	59.12 (10)	65.67 (15)	47.83 (10)	17.84 (25)
27. D&N Haveli	37.00 (26)	50.04 (26)	23.30 (27)	26.74 (10)
28. Daman & Diu	61.55 (9)	75.23 (8)	46.70 (11)	28.53 (8)
29. Delhi	66.90 (6)	78.46 (4)	52.15 (7)	26.31 (11)
30. Lakshadweep	78.89 (2)	88.66 (2)	68.72 (2)	19.94 (21)
31. Pondicherry	65.36 (7)	76.44 (6)	53.96 (6)	22.48 (19)

Note : Figures in parentheses indicate ranks

Source of literacy rates: Census of India, 1991, Series-1, Paper-2, 1992, Final Population Totals, New Delhi, 1993.

female literacy rates of rural areas while the ranks of other States/UTs varied either in rural total or female literacy rates.

When the rural total, male and female literacy rates of States/UTs are compared with the corresponding literacy rates at the national level, more than ten years backwardness of (a) Bihar and Rajasthan in rural total, male and female literacy; (b) Andhra Pradesh in rural total and male literacy; (c) Madhya Pradesh in rural total and female literacy; (d) Arunachal Pradesh and Meghalaya in rural male literacy; and (e) Uttar Pradesh in rural female literacy can be noticed, since the rural total, male and female literacy rates, at present, of these States/UTs are less than the corresponding literacy rates at national level in 1981.

The Rank Correlations between rural literacy rates and gender disparity shown below show the existence of high positive correlation between literacy rates, high negative correlation between FLR and G.D. medium negative correlation between TLR and G.D., and low negative correlation between MLR and G.D. Even here the

relationship between TLR, MLR and FLR and G.D. indicates that the present TLR is more in favour of reducing gender disparity, though MLRs are comparatively higher than FLRs.

Variables	Rank Correlation
i) TLR and MLR	.95
ii) TLR and FLR	.98
iii) MLR and FLR	.88
iv) TLR and G.D.	-0.54
v) MLR and G.D.	-0.28
vi) FLR and G.D.	-0.68

The range of rural female literacy rates (64.53) is also wide as compared to that of rural total (58.55) and rural male literacy rates (48.08).

Gender disparity is highest in rural areas of Rajasthan (36.05%) followed by Uttar Pradesh (33.03%) while it is lowest in Meghalaya (7.71%) followed by Kerala (7.79%).

#### Gender Disparity - Urban Areas

**Table - 4 : Sex-wise Urban Literacy Rates and Gender Disparity of States/UTs-1991**

Sl.No.	State/UT	Total	Male	Female	Gender Disparity (M-F)
1.	Andhra Pradesh	66.35 (29)	75.87 (30)	56.41 (28)	19.46 (7)
2.	Arunachal Pradesh	71.59 (25)	77.99 (27)	62.23 (24)	15.76 (14)
3.	Assam	79.39 (14)	84.37 (17)	73.32 (12)	11.05 (24)
4.	Bihar	67.89 (28)	77.72 (28)	55.94 (29)	21.78 (4)
5.	Goa	80.10 (11)	86.33 (11)	73.88 (11)	12.45 (20)

6.	Gujarat	76.54 (18)	84.56 (16)	67.70 (20)	16.86 (11)
7.	Haryana	73.66 (22)	81.96 (22)	64.06 (23)	17.90 (10)
8.	Himachal Pradesh	84.17 (3)	88.97 (6)	78.32 (4)	10.65 (25)
9.	Karnataka	74.20 (21)	82.02 (21)	65.74 (22)	16.30 (13)
10.	Kerala	92.25 (2)	95.58 (1)	89.06 (2)	6.52 (30)
11.	Madhya Pradesh	70.81 (26)	81.32 (23)	58.92 (26)	22.40 (3)
12.	Maharashtra	79.20 (15)	86.41 (9)	70.87 (15)	15.52 (16)
13.	Manipur	70.53 (27)	82.11 (20)	58.67 (27)	23.44 (2)
14.	Meghalaya	81.74 (7)	85.72 (14)	77.32 (5)	8.40 (28)
15.	Mizoram	93.45 (1)	95.15 (2)	91.61 (1)	3.54 (31)
16.	Nagaland	83.10 (6)	85.94 (13)	79.10 (3)	6.84 (29)
17.	Orissa	71.99 (24)	81.21 (24)	61.18 (25)	20.03 (5)
18.	Punjab	72.08 (23)	77.26 (29)	66.12 (21)	11.14 (23)
19.	Rajasthan	65.33 (30)	78.50 (26)	50.24 (31)	28.26 - (1)

20. Sikkim	80.89 (10)	85.19 (15)	74.94 (9)	10.25 (26)
21. Tamil Nadu	77.99 (17)	86.06 (12)	69.61 (16)	16.45 (12)
22. Tripura	83.09 (5)	89.00 (5)	76.93 (6)	12.07 (21)
23. Uttar Pradesh	61.00 (31)	69.98 (31)	50.38 (30)	19.60 (6)
24. West Bengal	75.27 (20)	81.19 (25)	68.25 (19)	12.94 (19)
25. A&N Islands	81.69 (8)	86.59 (8)	75.08 (8)	11.51 (22)
26. Chandigarh	79.87 (13)	84.09 (18)	74.57 (10)	9.52 (27)
27. D&N Haveli	78.44 (16)	86.35 (10)	68.42 (18)	17.93 (9)
28. Daman & Diu	81.61 (9)	91.14 (4)	72.35 (13)	18.79 (8)
29. Delhi	76.18 (19)	82.39 (19)	69.54 (17)	13.85 (18)
30. Lakshadweep	83.99 (4)	91.31 (3)	76.11 (7)	15.20 (17)
31. Pondicherry	79.88 (12)	87.70 (7)	71.98 (14)	15.72 (15)

Note : Figures in parentheses indicate ranks

Source of literacy rates: Census of India, 1991, Series-1, Paper-2, 1992, Final Population Totals, New Delhi, 1993.

Table-4 reveals that Mizoram and Kerala occupy the first and second ranks in urban total and female literacy rates while Uttar Pradesh and Rajasthan take the last two ranks in urban total, male and female literacy rates. Kerala stands first in urban male literacy rate. Whereas Goa and A&N Islands retained their respective ranks of 11 and 8 in total, male and female literacy rates, the ranks of rest of the States/UTs varied in one or more of the above literacy rates.

When urban total, male and female literacy rates of States/UTs are compared with the respective literacy rates at the national level more than ten years backwardness of (a) Rajasthan and Uttar Pradesh in urban total and female literacy; (b) Andhra Pradesh in urban male literacy; and (c) Bihar in urban female literacy can be noticed, as their urban total, male or female literacy rates are less than the corresponding literacy rates at national level in 1981.

Variables	Rank Correlation
i) TLR and MLR	.91
ii) TLR and FLR	.98
iii) MLR and FLR	.84
iv) TLR and G.D.	-0.79
v) TLR and G.D.	-0.52
vi) TLR and G.D.	-0.88

The rank correlations studied reveal the existence of high positive correlation between urban literacy rates. But in case of literacy rates and gender disparity, the rank order correlation found was medium to high negative. Here also, the relationship between urban TLR, MLR, FLR and GD indicates that TLR is in favour of reducing gender disparity.

The number of States/UTs with their urban female and male literacy rates above the corresponding literacy rates at the national level is 22 and 23 respectively. But, the number of States/UTs with their urban male and female literacy rates above the national urban literacy rate of 73.01% is 30 and 12 respectively. This makes vivid the magnitude of gender disparity in urban areas.

Even in urban literacy, the range in female literacy rates of States/UTs, is 41.37% which is higher than that of total literacy rates (32.45%) and of male literacy rates (25.60%).

The range in urban gender disparity in literacy rates of States/UTs is 24.72 (28.26%-3.54%). The number of states with their urban gender disparity in literacy below that of the national urban gender disparity of 17.04 is 20.

The State of Rajasthan ranks first in urban gender disparity (28.26%) followed by Manipur (23.44%). The least gender disparity in urban literacy is in Mizoram (3.54%) followed by Kerala (6.52%).

### **Gender Disparity Compared - Rural, Urban and All Areas**

A glance at the Tables 2, 3 and 4 would reveal that the gender disparity is highest in Rajasthan. It is 36.05%, 28.26% and 34.55% in rural, urban and all areas respectively. Mizoram has the least gender disparity in urban (3.54%) and all areas (7.01%). **But Meghalaya is the only State which has rural gender disparity (7.71%) less than urban gender disparity (8.40%).**

The number of States with their gender disparity higher than the national gender disparity of 24.84 per cent is 7. There are 9 States/UTs with their rural gender disparity higher than national rural gender disparity of 27.25%, whereas only 5 States/UTs have their urban gender disparity above the national urban gender disparity of 17.04%.

The range in rural gender disparity of States/UTs is 28.31 which is higher than that of urban (24.72%) and all areas (27.45%).

Correlation between the ranks of total, male, female literacy rates and of gender disparity in literacy in rural, urban and all areas of all States/UTs studied show that there exists high positive correlation between literacy rates and also the gender disparity in rural, urban and all areas.

Variable	Area	Rank Correlation
TLR	All Areas and Rural	0.98
MLR	- do -	0.97
FLR	- do -	0.96
G.D.	- do -	0.93
TLR	All Areas and Urban	0.73
MLR	- do -	0.73
FLR	- do -	0.76
G.D.	- do -	0.87
TLR	Rural and Urban	0.77
MLR	- do -	0.73
FLR	- do -	0.81
G.D.	- do -	0.86

Table - 5 presents the frequency distribution of the States/UTs according to their total, rural and urban literacy rates by sex. It reveals that there are 18 States/

UTs with their female literacy rates being 50% and below in all areas while all the States/UTs have their male literacy rates above 50%. In case of rural areas the gender disparity situation is still worse and quite alarming. There are 24 States/UTs with their respective rural female literacy rates being 50% and below, while there are only six States with their respective male literacy rates of 50% and below. The gender disparity in urban areas is no less. While all the States/UTs have their urban male literacy rates above 60%, there are six States/UTs having female literacy rates below 60%.

**Table - 5: Frequency Distribution of States/UTs in respect of their Literacy Rates by Area and Sex - 1991**

	All Areas			Rural			Urban		
	T	M	F	T	M	F	T	M	F
1-10	0	0	0	0	0	0	0	0	0
11-20	0	0	1	0	0	4	0	0	0
21-30	0	0	5	1	0	3	0	0	0
31-40	2	0	3	6	0	7	0	0	0
41-50	7	0	9	5	6	10	0	0	2
51-60	8	8	5	10	5	2	0	0	4
61-70	5	8	4	5	12	4	4	1	10
71-80	6	7	3	3	6	0	17	5	13
81-90	3	7	1	1	1	1	8	21	1
91+	0	1	0	0	1	0	2	4	1

**Table - 6: Frequency Distribution of States/UTs in respect of their Gender Disparity in Literacy by Area - 1991**

Gender Disparity	General	Rural	Urban
1-5	0	0	1
6-10	4	3	5
11-15	4	2	9
16-20	5	6	12
21-25	11	8	3
26-30	6	8	1
31-35	1	3	0
36-40	0	1	0

A glance at Table-6 would reveal that the number of States/UTs with their gender disparity in rural, urban and all areas falling above 20 per cent is 20, 4 and 18 respectively. This also manifests the magnitude of gender disparity which is much higher than that in urban areas.

## **Findings**

The findings, in brief, are as follows:

i) the male literacy rates in rural, urban and all areas are higher than the corresponding female literacy rates;

ii) the gender disparity is more acute in rural areas as compared to urban areas. Gender disparity in urban areas is less than that in rural areas in all States/UTs except in the State of Meghalaya where it is slightly reverse, 7.71% per cent in rural areas and 8.40 in urban areas;

iii) the number of States/UTs with their male literacy rates above the national literacy rate is more than the number of States/UTs with their female literacy rates above the national literacy rate;

iv) there are 20 States/UTs with their female literacy rates below the national literacy rate, while none of the States/UTs has its male literacy rates below the national literacy rate;

v) When the literacy rates of States/UTs are compared with the corresponding literacy rates at the national level, more than ten years backwardness of (a) Rajasthan in total, male and female literacy in rural, urban and all areas; (b) Bihar in female literacy in rural, urban and all areas; (c) Andhra Pradesh in male literacy in rural, urban and all areas; (d) Arunachal Pradesh in male literacy in rural and all areas; (e) Uttar Pradesh in female literacy in rural, urban and all areas; and (f) Madhya Pradesh in female literacy in rural and all areas can be observed as the literacy rates of these States/UTs are less than the corresponding literacy rates at national level in 1981.

vi) despite all the above, the rank order correlation between literacy rates and gender disparity reveals that the present literacy situation is moving in favour of females. That is, though the gender disparity has been continuing from 1961 to 1991 in all States and UTs the improvement in literacy in general will lead more towards bridging the gap in male and female literacy.

Though there is gender inequity in literacy by many a measures, still there is a positive sign that has emerged in favour of gender equity in literacy. Nevertheless, the planners, administrators and implementors involved in literacy and adult education programmes must pay greater attention to the present movement with a view to quickening the process of bridging the gap between the literacy and education of males and females in rural and urban areas among others.

M Soundarapandian

## **Socio-Economic Status of Volunteer Instructors and Dropout Learners of Total Literacy Campaign**

The National Literacy Mission (NLM) was established in 1988, with the objective of revising and strengthening the existing adult education programmes in the country and of imparting functional literacy to 80 million illiterate persons in the 15-35 age group by 1995. Apart from imparting functional literacy, the Mission aims at conscientising the learners to some values like national integration, conservation of the environment, women's equality and family planning.

Under the auspices of NLM, Total Literacy Campaigns (TLC) are being implemented in more than 150 districts. Several districts in the country achieved 'fully literate' status by December 1992.

The success of TLC depends mainly on the distinguishing features of mass participation and voluntarism. The factors such as cost-effectiveness, decentralised and non-bureaucratic character, time bound nature and significant multi dimensional societal impact make the model attractive. The volunteers came forward to teach in this campaign voluntarily and expecting no return for the teaching work. On the other hand, the illiterate poor, initially, participated actively in the campaign by losing their earnings and after sometime, most of them dropped out from the campaign. So, it is necessary to study the socio-economic status of the dropout learners and volunteer instructors involved in the campaign. The present study attempts to analyse the socio-economic characteristics of the dropout learners and volunteers of the TLC in Kamarajar District.

### **METHODOLOGY**

Kamarajar District of Tamil Nadu was purposively selected for the study because the district is dominated by the Match and Fireworks industries and the district tops in the matter of both rural (50.2 per cent) and urban (46.07 per cent) main workers. The district comprises 11 Panchayat Unions and 6 Municipalities. The TLC was implemented in these 17 project areas. Two villages in a Union Project and two wards in Municipality Project were selected as sample village/ward on the basis of large number of dropout learners in the project area. 10 dropout learners and 5 volunteer instructors from each village and Municipality ward were randomly selected for the field survey.

Primary data were collected from the 170 volunteers involved and 340 dropout learners in the Kamarajar District TLC. The survey was conducted between April and July 1993 which is part of the post literacy campaign period in the district. It is difficult to enumerate the dropout learners in the period of TLC. Care was taken by the field investigators to collect the primary data from the TLC dropout learners.

**RESULTS AND DISCUSSION**

The socio-economic characteristics of the respondent are examined on the basis of the primary data collected for the study. In order to compare the status of the respondents, the district was grouped as Panchayat Union project area and Municipality project area.

**Age**

The Kamarajar District Arivoli Iyyakkam was implemented among learners of the 15-35 age group. The age-wise classification of the 340 dropout learners (20 learners from each project) and 170 volunteers (10 volunteers from each project) are presented in Table-1. It is inferred from Table-1 that the campaign has covered 69.41 per cent (236 learners) of the target group (15-35 age) of learners, 14.12 per cent below 15 learners and 16.47 percent above 35 learners in the district. 83.53 per cent (142) of 15-35 age group volunteers, 5.29 per cent (9) of volunteers below the age of 15 and 11.18 per cent of volunteers above 35 have been involved in the campaign. Many dropout learners and volunteers of above 15-35 participated in the Total Literacy Campaign of the district.

**Table-1: Age-wise Distribution of Sample Respondents**

Age	Dropout Learners			Volunteers involved		
	Union	Municipality	Total	Union	Municipality	Total
Below-15	44	4	48 (14.12)	7	2	9 (5.29)
15-35	142	94	236 (69.41)	91	51	142 (83.53)
Above-35	34	22	56 (16.47)	12	7	19 (11.18)
<b>Total</b>	<b>220</b>	<b>120</b>	<b>360 (100.0)</b>	<b>110</b>	<b>60</b>	<b>170 (100.0)</b>

Source : Computed from primary data

Note : Figures within parenthesis denote percentage

## Sex

Women actively participated in the Kamarajar District TLC. The sex-wise distribution of the sample respondents is shown in Table-2. Of the total 340 sample of dropout learners, 269 (79.12 percent) are female and 71 (20.88 per cent) are male. Among volunteers, 79 (46.47 per cent) are male and 91 (53.53 per cent) are female. The Table also reveals that women learners are more in both Union and Municipality areas, but the male volunteers in the Union areas and female volunteers in the Municipality areas participated in large numbers. Due to heavy work load and some other restrictions for women both in rural and urban areas, a large portion of female learners dropped out from the campaign. The female volunteers did not involve largely in rural areas because of poor availability of lighting and other accommodation facilities in villages.

**Table-2. Sex-Wise Distribution of the Sample Respondents**

Age	Dropout Learners			Volunteers involved		
	Union	Municipality	Total	Union	Municipality	Total
Below-15	44	4	48 (14.12)	7	2	9 (5.29)
Male	55 (25.0)	16 (13.33)	71 (20.88)	67 (60.91)	12 (20.0)	79 (46.47)
Female	165 (75.0)	104 (86.67)	269 (79.12)	43 (39.09)	48 (80.0)	91 (53.53)
Total	220 (100.0)	120 (100.0)	340 (100.0)	110 (100)	60 (100)	170 (100)

Source : Computed from primary data

Note : Figures within parenthesis denote percentage

## MARITAL STATUS

The marital status of the sample respondents are given in Table-3. It is clear from the Table that of the total dropout learner respondents, the married, the unmarried and widowers are 177 (52.06 per cent), 156 (45.88 per cent) and 7 (2.06 per cent) respectively. There are 47 (27.65 per cent) married volunteers, 104 (61.18 per cent) unmarried volunteers, and 19 (11.17 per cent) widowers among the sample

instructors in the district. The study reveals that a large number of married learners had dropped out and unmarried volunteers had actively involved in the TLC of the district.

### CASTE

The caste system in our country is one of the important barriers in the implementation of development schemes. In order to understand the problem of dropouts in TLC, it is necessary to study the caste-wise participation of the learners and volunteers in the district. The caste-wise distribution of the sample respondents are presented in Table-4.

**Table-3. Marital Status of the Sample Respondents**

Category	Dropout Learner			Volunteers involved		
	Union	Municipality	Total	Union	Municipality	Total
Married	91	86	177 (52.06)	29	18	47 (27.65)
Unmarried	124	32	156 (45.88)	70	34	104 (61.18)
Widow/ Widower	5	2	7 (2.06)	11	8	19 (11.17)
<b>Total</b>	<b>220</b>	<b>120</b>	<b>340</b>	<b>110</b>	<b>60</b>	<b>170</b>

Source : Computed from primary data

Note : Figures within parenthesis denote percentage

It is clear from Table-4 that, of the total dropout learner respondents, 131 (38.53 per cent) learners belong to the scheduled castes/tribes, and 121 (35.59 per cent) belong to the backward classes. It shows that the highest level of illiterates and dropouts are among the learners of the SC/ST and B.C. in this campaign. Similarly, the highest number of SC/ST and B.C. volunteers, are involved in the campaign. 48.24 per cent (82) of BC volunteers and 27.06 per cent (46) of SC/ST volunteers of the total sample volunteer respondents have participated. Volunteer availability is lower in the case of SC/ST and FC groups than in other castes.

**Table-4. Caste-wise Distribution of the Sample Respondents**

Caste	Dropout Learners			Volunteers involved			Learner & Volunteer Ratio
	Union	Municipality	Total	Union	Municipality	Total	
Forward	3	12	15 (4.41)	-	3	3 (1.76)	7.5:3
Backward	52	69	121 (35.59)	41	41	82 (48.24)	60.5:82
Most Backward	57	16	73 (21.47)	35	4	39 (22.94)	36.5:39
SC/ST	108	23	131 (38.53)	31	15	46 (27.06)	65.5:46
<b>Total</b>	<b>220</b>	<b>120</b>	<b>340 (100)</b>	<b>110</b>	<b>60</b>	<b>170 (100)</b>	<b>1:1</b>

Source : Computed from primary data

Note : Figures within parenthesis denote percentage

## OCCUPATION

Agriculture and some small scale industries like Match, Fireworks etc. dominate the Kamarajar district. The occupation-wise distribution of the sample respondents is given in Table-5.

**Table-5. Occupation-wise Distribution of Sample Respondents**

Occupation	Dropout Learners			Volunteers involved		
	Union	Municipality	Total	Union	Municipality	Total
Government Servants	-	3	3 (0.88)	6	1	7 (4.12)
Farmers	59	14	73 (21.47)	4	1	5 (2.94)
Business/Trade	9	21	30 (8.82)	5	3	8 (4.71)
Cooly	151	80	231 (67.95)	28	12	40 (23.53)
Unemployed	1	2	3 (0.88)	19	29	48 (28.24)
Student	-	-	- (36.47)	48	14	62
<b>Total</b>	<b>220</b>	<b>120</b>	<b>340</b> (100)	<b>110</b>	<b>60</b>	<b>170</b> (100)

Source : Computed from primary data

Note : Figures within parenthesis denote percentage

Table-5 reveals that 67.95 per cent (231) of the total sample of dropout learner respondents are labourers (agricultural and non-agricultural) and the rest 32.05 per cent of learners, are farmers, business men, government servants and unemployed persons in the district. The study also reveals that a large number of students (36.47 per cent), unemployed persons (28.24 per cent) and labourers (23.53 per cent) are actively involved in the campaign.

### EDUCATIONAL LEVEL

The learners enrolled in the Kamarajar District TLC might have studied in schools during their childhood days. The educational status of the sample of dropout learners is shown in Table-6. It is clear that 53.82 per cent of the dropout learners had already attended schools and that the average number of years of attendance in schools is 2.51. 46.18 per cent of the sample of dropout learner respondents are totally illiterate. The learners, who had attended schools, participated in this

campaign with the object of recalling their studies in schools and after sometime, they dropped out from the TLC. The volunteers' education status is given in Table-7. In the case of volunteers' education, 87.06 per cent of the volunteer respondents have studied above standard VIII and the rest, 12.94 per cent of volunteers, have below standard VIII education.

In order to study the relationship between education of householders and the learners, the educational level of householder is analysed in Table-8. The study found that of the total dropout learner respondents, 168 (49.41 per cent) householders are illiterate, and only a meagre portion of householders (5.88 per cent) has studied above the usual levels of school education. So it is accepted that the significant relationship between the literacy status of the householder and the dropout learners in this campaign.

**Table-6 : Educational Status of the Sample Dropout Learners**

Area	Illiterate	No. of learners attending school during their childhood days			Total
		Upto IIIstd.	IIIto V std.	Total	
Union	98	97	25	122	220
Municipality	59	49	12	61	120
District	157(46.18)	146	37	183(53.82)	340

Source : Computed from primary data

Note : Figures within parenthesis denotes percentage

**Table-7. Educational Status of the Sample Volunteers**

Level of Education	Union	Municipality	Total
Upto VII std.	15	7	22(12.94)
VII-XII std.	48	29	77(45.29)
Above School Level	47	24	71(41.77)
Total	110	60	170(100)

Source : Computed from primary data

Note : Figures within parenthesis denote percentage

**Table-8. Educational Status of the Head of the Learner's Household**

Area	Illiterate	upto VIII std.	VIII-XII std.	Above School Level	Total
Union	117	62	30	11	220
Municipality	51	34	26	9	120
Districts	168 (49.41)	96 (28.24)	56 (16.47)	20 (5.88)	340 (100)

Source : Computed from primary data

Note : Figures within parenthesis denote percentage

### **HOUSEHOLD INCOME**

According to the Planning Commission of India, "Families of five members with an average annual income of Rs.6,400/- and below are classified as poverty families". The average annual income level of the sample of respondents is presented in Table-9. The table reveals that more than 60 per cent of the dropout learner and the volunteer respondents live below the poverty line and that they earn average annual income of Rs.5,864.95 for a learners family and Rs.5,907.26 for a volunteers family. 37.35 per cent (127) of learner respondents and 61 (35.88 per cent) volunteer respondents live above the poverty line and earn an annual income of Rs.10,109.18 per household. It is clear that a large number of dropout learners and volunteers Instructors live below the poverty line. Most of the instructors living below the poverty line are involved voluntarily in this campaign and at the same time, a large portion of learners dropped out from the campaign due to their lower earnings.

**Table-9. Households Income Level of the Learners and the Volunteers**

	Number of families earning below Rs.6400/-	Average Annual Income (Rs.)	Number of families earning Above Rs.6400/-	Average Annual Income (Rs.)	Total
<b>Learners</b>					
Union	116	5487.25	104	8764.30	220
Municipality	97	6316.64	23	11726.24	120
<b>Total Learners</b>	<b>213</b>	<b>5864.95</b> (37.35)	<b>127</b>	<b>9300.71</b> (100)	<b>340</b>
<b>Volunteers</b>					
Union	70	5781.15	40	9134.62	110
Municipality	39	6133.60	21	11965.48	60
<b>Total Volunteers</b>	<b>109</b>	<b>5907.26</b> (64.12)	<b>61</b>	<b>10109.18</b> (35.88)	<b>170</b> (100)

Source : Computed from primary data

Note : Figures within parenthesis denote percentage

## CONCLUSION

The study focuses the socio-economic profile of the dropout learners and volunteers involved in the Kamarajar District TLC. Based on these findings, it may be suggested that for the successful implementation of the campaign the income status of the dropout learners and the educational standard and training of the volunteers must be developed in order to reduce the number of dropouts in the campaign. The learners who had attended schools upto 3 years during childhood days may be excluded from the campaign and literacy may be imparted to them in other centres. Highest level of motivation must be provided to the female volunteers in the Union areas and backward, forward caste volunteers in the Municipality areas for their active participation in the campaign.

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VV Saiyeed

## **Differential Traits of Illiterate Participants and Non-Participants in Total Literacy Campaigns - A Study of Mangolpuri**

In this era, we have seen some of the swiftest and most sophisticated developments in Science & Technology. We are also a silent witness to the phenomenon of having 482.15 million (47.89 per cent) of human beings who can not even read and write (Literacy Digest, 1991). This is also unacceptable in a milieu where written word is increasingly becoming a vital medium of information and exchange. Many attempts have been made before and after Independence to combat illiteracy in India. The National Literacy Mission (NLM) was launched in May 1988 to bring 80 million illiterate persons in the 15-35 age group within the literacy ambit by 1995. The emphasis of NLM is on a campaign approach. The Total Literacy Campaign (TLC) approach is area-specific, time-bound, and volunteer based. It is a well recognised fact that success of all developmental programmes mainly depends on active and intellectual participation of people. Keeping this in view, the present study was designed to study the personal, socio-psychological and communication traits of participants and non-participants adult illiterates in literacy activities of TLC.

## Methodology

The present study was conducted in Mangolpuri, a resettlement colony in north-west Delhi, where TLC was already under operation. Out of the list, 50 participants and 50 non-participants were randomly selected.

Based on review of literature and consultation with experts, 13 variables related to socio-personal, socio-psychological and communication traits of adult illiterates were selected. Standardised scales developed by earlier researchers were used to measure the selected variables. Percentage, frequency and  $X^2$  test were the methods employed for statistical analysis of the data.

## Results and Discussion

It is commonly believed that the participants of an adult literacy programme and non-participants differ in their characteristics. Therefore an attempt was made to find the differences between participants and non-participants and to analyse by interpretations, the factors and forces responsible to make an adult illiterate participate in literacy activities of TLC.

The differences between participant and non-participant adults in their socio-personal characteristics are reported in Table-1.

**Table-1. Difference Between Participants and Non-Participants in Socio-Personal Characteristics**

Variable	Participants		Non-Participants		$X^2$
	Frequency N=50	%age	Frequency N=50	%age	
<b>Socio-personal Variables</b>					
<b>1. Age</b>					
15-25 Years	31	62	21	42	4.0*
26-35 Years	19	38	29	58	
<b>2. Sex</b>					
Male	16	32	17	34	.04
Female	34	68	33	66	

### 3. Caste

S.C.	37	74	38	76	.05
Other Castes	13	26	12	24	

### 4. Working Status

Unemployed	14	28	1	2	13.41**
Housewives	19	38	28	56	
Employed	17	34	21	42	

### 5. Total Working hours

upto 4 hours	21	42	8	16	8.64**
4 - 8 hours	9	18	10	20	
More than 8 hours	20	40	32	64	

### 6. Total Leisure hours

upto 3 hours	28	56	42	84	9.60**
3 - 7 hours	14	28	6	12	
More than 7 hours	8	16	2	4	

### 7. Family Size

upto 4 members	9	18	15	30	3.0
5 - 7 members	30	60	30	60	
More than 7 members	11	22	5	10	

### 8. Family type

Nuclear	32	64	37	74	1.16
Joint	18	36	13	26	

### 9. Family Educational Status

Low(0-0.25)	12	24	19	38	2.33
Medium(.26-3)	23	46	18	36	
High(3.1-6)	15	30	13	26	

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\* Significant at 0.05 level of probability

\*\* Significant at 0.01 level of probability

The  $X^2$  values shows in Table-1 reveal that two groups of adults differ significantly from each other with respect to four socio-personal traits under study, except their sex, caste, family type, family size and family educational status. There was preponderance of younger adults in participants category. Presumably younger people could spare more time for such activities as they have less of adulthood responsibilities, are more enthusiastic and value education in day to day life. It is interesting to note that very few non-participants were unemployed. Most of the non-participants (98 per cent) were either housewives or employed adults. About 64 percent non-participants were occupied more than 8 hours a day and had minimum leisure time i.e. upto 3 hours a day (84 per cent). The probable reason may be because of being occupied most of time, these adults could not find time or felt tired to participate in literacy activities. This finding is supported by Vanaja (1989) and Parikh (1992).

An overview of findings presented above indicates that participant and non-participant adults differed significantly. However, the two groups did not differ significantly in terms of sex, caste, family type, family size and family educational status. Probably, these variables were more or less similar due to similarity of some more important existential social conditions in area of study. Though difference in family educational status was not statistically significant, a trend was seen, that for categories of higher educational status, participants superceded non-participants.

Table-2 represents the distribution of participants and non-participants according to their socio-psychological characteristics.

**Table-2: Difference Between Participants & Non-Participants in their Socio-psychological Characteristics**

Variable	Participants		Non-Participants		X <sup>2</sup>
	Frequency N=50	%age	Frequency N=50	%age	
<b>1. Aspirations</b>					
Negative	11	22	15	30	0.8
Positive	39	78	35	70	
<b>2. Achievement Motivation</b>					
Low (6-13)	2	4	22	44	47.40**
Medium(14-23)	13	26	25	50	
High (24-30)	35	70	3	6	

**3. Attitude Towards Adult Literacy**

Unfavourable (20-46)	0	0	24	48	
Some what favourable(47-73)	13	26	23	46	65.6**
High favourable	37	74	3	6	

\*\* Significant at 0.01 level of probability

From Table-2, it can be observed that the difference between participants and non-participants was highly significant in case of their Achievement Motivation, and attitudes towards literacy. However, the two groups did not differ significantly in terms of their aspirations. The favourable attitude and higher achievement motivation might have acted as the impelling force on participants to make them participate in literacy activities. The findings are in line with those of Khajapeer (1978) and Prasad (1985).

Table-3 contains the distribution of participants & non-participants according to their communication behaviour.

**Table-3 : Difference Between Participants & Non-Participants in Communication Behaviour**

Communication behaviour	Participants		Non-Participants		X <sup>2</sup>
	Frequency N=50	%age	Frequency N=50	%age	
Low(14-26)	5	10	20	40	
Medium(27-41)	19	38	27	54	28.6362810**
High(42-56)	26	52	3	6	

\*\* Significant at 0.01 level of probability

It can be seen from the Table that maximum number (52 per cent) of participants were ranked high in their communication behaviour, 38 per cent were ranked at medium scores and only 10 percent were found to have low scores in communication behaviour. While in non-participants group, majority of respondents i.e. 54 per cent were ranked in medium range, 40 per cent in low range and only 6 per cent in high range. The difference between communication behaviour of

participants and non-participants was highly significant at 0.01 level of probability. Probably participants might have developed favourable attitude due to the high exposure to sources of information and frequent personal contact with the co-ordinator.

### **Summary**

The results indicate that the participants of TLC differed significantly in terms of their attitude towards adult literacy, achievement motivation and communication behaviour related to adult literacy as compared to non-participants. Significantly more participants as compared to non-participants had favourable attitude towards adult literacy, had scored higher in achievement motivation level and exhibited better traits of communication.

Amongst the participants majority belonged to the younger age group of 15-25 years.

Non-participants were mostly those who were in higher age group of 26-35 years. Majority of them were either housewives or employed persons who had less leisure time in their daily routines.

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Akpovire Oduaran

## **Demographic Characteristics of Extra-Mural Students at the Universities of Benin and Ibadan : A Comparative Study**

The phenomenon of evening continuation classes for the General Certificate of Education (GCE) or the West African School Certificate (WASC) examination is nothing new in Nigeria. Even before the Thomas Hodgkin-led University of Oxford Extra-Mural Delegation began its tour of Nigeria between 1947 and 1949 to organize extra-mural classes, there had been established in Lagos what became known as Evening Continuation Classes in 1906 A.D. (Omolewa, 1981:49). So when the delegation came and began the spadework for the establishment of the University College Ibadan Extra-Mural Studies Department in 1949, it was merely consolidating on the Lagos experiment (Akinbola, 1984:5). The initial experiments in extra-mural studies have since paved the way to larger ones; and, today almost all Nigerian universities embark on this important outreach programme. The extra-mural studies programme has now gained such popularity that many regard it as an important contribution the universities should make towards the equalization of educational opportunities and the arrest of educational wastages.

As a service that must be sustained, several adult educators have been studying, rather curiously, its several aspects. For example, both Ogunsheye (1965) and Omolewa (1974:48-50) have come up with interesting findings on the objectives of extra-mural studies in Nigeria. The research trend has been growing, and scholars now seem resolved to study more closely hitherto unexplored areas in the bid to improve on this service and make it more relevant to the needs of the clientele.

## **Clientele Analysis**

Clientele analysis, which means the quantitative and qualitative scientific description and comparison of participants in educational programmes or other similar programmes, is yet to come of age in Nigeria. Indeed, Alan Knox (1965:231-233) has observed that a valid comparison of adult education participants in developed and developing countries is yet to be made.

Interestingly, some Nigerian scholars have since done isolated clientele analysis of extra-mural students in Nigerian universities. For example, Dada (1971:61-69) has studied the factors attracting students to adult evening classes organized by the University of Ife. Similarly, Urevbu (1981:1-12) has studied the positional and psychological variables affecting participation of extra-mural programmes at the Ahmadu Bello University, Zaria. And Adewale (1982), Cole (1984) and Akinbola (1984) have separately studied the characteristics of extra-mural students at the Universities of Lagos and Ibadan respectively. These efforts have further expanded the masterpiece study undertaken by Johnstone and Rivera (1965) in the area, using subjects in the United States of America.

Valuable as these Nigerian efforts are, none has been able to study on a comparative basis, and using the same research instrument, the said characteristics. This present study is, therefore, timely and valuable for it is the first to study on comparative basis the demographic characteristics of extra-mural students in two Nigerian universities. Its purpose would have been met if it could provide information which may partially answer this question:

What are the demographic characteristics of extra-mural students at the two universities?

For clarity, extra-mural students are non-resident clients for whom are arranged continuation or further education programmes geared towards the acquisition of certificates like the General Certificate of Education (G.C.E.) or such other certificates that are needed for admission into the mainstream undergraduate programmes.

The study is limited to the former Western Region (which included Edo, Delta, Ondo, Ogun, Osun and Oyo States) of Nigeria. The former Western Region presently has ten autonomous Universities. Out of the ten autonomous Universities only three have effective extra-mural services. Out of these three, two (comprising of Benin and Ibadan) were randomly selected.

Therefore, only extra-mural students who had enrolled at the Universities of Benin and Ibadan were used for this study. Well-kept institutional daily records of

attendance at both universities were not immediately available. Therefore, the criterion of regular attendance could not be used. In addition, the study was carried out at the Ekenwan Campus Centre of the University of Benin and the Abadina School Extra-Mural Centre of the University of Ibadan. Moreover, the study was carried out during the long vacation period by which time the actual student population was reduced by more than half.

In spite of these limitations, it was possible to identify a total population of 450 and 500 subjects at both the Universities of Benin and Ibadan.

Having identified the real population, the next step was to randomly select a sample. A total of 400 extra-mural students with 200 drawn from each university were studied.

The research instrument used was a simple questionnaire titled 'Extra-Mural Students' Questionnaire (EMSQ) developed jointly by this researcher and a graduate adult education student who was doing research in the same area at that time.

The questionnaire had eight items which sought information on the respondents' age, sex, marital status, employment status, educational status, father's or mother's level of education, his or her occupation and his or her estimated annual income. In the present study only 5 items have been used since the analysis on the remaining three is yet to be completed.

The instrument was the product of the validation process in which adult education lecturers at both the universities were involved. The initial process had resulted in the rewording of two items and the rejection of four items.

It was not necessary to test the instrument for reliability since the respondents were merely required to rank themselves into the categories provided in the items. On the strength of the validity, therefore, the instrument was considered good enough for use in this study.

### **Data**

The percentage of participants within each category of the demographic characteristics was determined for each University. This was then followed by a comparison of the percentages between the two universities.

The results of this study are shown in the Tables below:

Table-1

## Age of Participants

Age	Univ. of Benin		Univ. of Ibadan	
	(N)	%	(N)	%
16-20	130	65	139	69.5
21-25	40	20	47	23.5
26-30	20	10	8	4
Above 31	10	5	6	3
Total	200	100	200	100

Presented in Table-1 above are the frequency and percentage of the age of participants in extra-mural studies at both the Universities of Benin and Ibadan. The results show that in the University of Benin, most of the extra-mural students (65%) fall within the age bracket of 16-20. This is followed by students falling in the age-bracket of 21-25 which had 20 per cent of them, then those in the bracket of 26-30 which had 10 per cent and finally those in the age-bracket of above 31 came last with 5 per cent. For the University of Ibadan, 69.5 per cent of the extra-mural students are in the age-bracket of 16-20, 23.5 per cent in the 21-25 age-bracket, 4 per cent in the 26-30 age-bracket and 3 per cent in the above 31 age-bracket.

From the above data, it might be deduced that at both the Universities of Benin and Ibadan, most of the extra-mural students fall within the age-bracket of 16-20. Conversely, only very few extra-mural students are 31 years and above. The findings here consistently confirm those of Hendrickson (1943:167); Ujevbu (1981:7) and Akinbola (1984:77).

The possible explanation for the finding on declining participation in extra-mural studies as people age is that between the age range of 16 and 20 young people begin to be immensely concerned about their future. Most of them must have graduated from the high schools without having creditably passed the final examination that should qualify them for entry into the higher institutions of learning or place them in jobs. This phenomenon is reminiscent of the demands of a credential-conscious nation like Nigeria. Again, the explanation that would be given for the steady decline in participation as one exceeds the age of 31 lies in the

fact that at the given threshold people tend to believe that their path of growth is more or less determined, and like what Urevbu (1981:7) observed there is a decline in ambition and in curiosity. It is, however, important to note that those above the age of 31 do participate in this kind of programme that has no age limit for entry.

**More Male Students**

But other than age, what could be the ratio of participation based on sex? Table-2 below presents the picture.

**Table-2**

**Sex of Participants**

Sex	Univ. of Benin		Univ. of Ibadan	
	(N)	%	(N)	%
Male	125	62.5	121	60.5
Female	75	37.5	79	39.5
Total	200	100	200	100

Table-2 above reveals that most of the extra-mural students in the University of Benin are males with a percentage of 62.5 against that of the females which was 37.5 per cent. The same situation was true of the University of Ibadan with 60.5 per cent male participants as against the 39.5 per cent for the females. For both institutions, therefore, we may conclude that males participate in extra-mural studies to a significantly greater degree than the females. This finding confirms those of Urevbu (1981:5) and Akinbola (1984:81) but was not in agreement with those of Sorenson (1933:100) and Hendrickson (1943:167).

There is no discrimination on sex basis as far as enrolment in extra-mural studies is concerned in Nigeria. Yet, more males than females have been found to be participating in extra-mural studies. It is not easy to explain this finding but in the past, schooling, generally, appealed more to men than women who in many instances were required to get rudimentary education, if at all, before going into marriage. To some extent, therefore, the finding might be rooted in tradition. Another explanation could be found in the fact that extra-mural classes in the two Universities are organised in the evenings and run into the night (9.00 p.m.) Parents are almost always reluctant to allow their young girls out in the night for fear of possible molestation by men. Finally, many young women who could not pass their terminal examinations at the high schools may rather choose to enrol in the several private and government women non-formal education classes.

Another demographic characteristic which was of interest was the marital status of participants. Table-3 below gives a clear picture of the situation.

**Table-3**

**Marital Status of Participants**

Marital Status	Univ. of Benin		Univ. of Ibadan	
	(N)	%	(N)	%
Single	160	80	187	93.5
Married	35	17.5	12	6
Divorced	5	2.5	1	0.5
Total	200	100	200	100

It could be observed from Table-3 above that at the University of Benin 80 per cent of the extra-mural students are single, 17.5 per cent married, and 2.5 per cent divorced. Again, at the University of Ibadan, 93.5 per cent of the extra-mural students are single, 6 per cent married and 0.5 per cent divorced. For both the Universities, therefore, it might be deduced that most of the extra-mural students are single. This is then followed by those who are married (and this is even higher for the University of Benin), leaving those who are in the divorced category to come last.

### **Marital Status**

The finding on marital status and participation in extra-mural studies confirms those of Akinbola (1984:84) and Farnham (1946:127-30) while contradicting those of Rydstrom (1973:114-119) and Urevbu (1981:6). Unlike what both Rydstrom and Urevbu found, family commitment seems to impede participation in extra-mural studies in the universities studied.

What was the employment status of the participants?

**Table-4**  
**Employment Status of Participants**

<b>Employment Status</b>	<b>Univ. of Benin</b>		<b>Univ. of Ibadan</b>	
	<b>(N)</b>	<b>%</b>	<b>(N)</b>	<b>%</b>
Employed	60	30	34	17
Unemployed	100	50	180	80
Self-employed	40	20	6	3
<b>Total</b>	<b>200</b>	<b>100</b>	<b>200</b>	<b>100</b>

Table-4 above revealed that 30 per cent of participants in extra-mural studies at the University of Benin are employed, 50 per cent are unemployed and 20 per cent are self-employed. At the University of Ibadan 17 per cent of them are employed, 80 per cent unemployed and 3 per cent are self-employed. For both the Universities, we might conclude that unemployed persons participate to a significantly higher extent than do employed and self-employed persons but this observation was stronger for the University of Ibadan where 80 per cent of the respondents are unemployed. This finding confirms that of Akinbola (1984:86) but contradicts that of Urevbu (1981:6). It is not unlikely that this finding might have been influenced by the fact that the study was carried out during the long vacation by which time more high school persons on vacation than the regular extra-mural students participate. Another explanation is that unemployed persons tend to find more rewarding ways of spending their abundant free time. Thus, in spite of the fact that many more persons have no money to pay the fees, they tend to draw on the reserves of their guardians or parents to ensure a valuable way of spending their time. The low participation of self-employed persons may be traced to their busy schedule; many want to make as much revenue as they could find. They naturally would pay greater attention to their means of livelihood than anything else.

Again, we sought to know the educational status of the participants. Table-5 below presents the picture.

**Table-5**  
**Educational Status of Participants**

Educational Status	Univ. of Benin		Univ. of Ibadan	
	(N)	%	(N)	%
First School Leaving Certificate	38	19	27	13.5
Modern Three	2	1	9	4.5
Govt. Class 4	145	72.5	155	77.5
Govt. Trade Test	5	2.5	6	3
Teachers Grade Two	10	5	3	1.5
Total	200	100	200	100

In Table-5 above, we can observe that at the University of Benin, 72.5 per cent of participants in extra-mural studies are holders of the Government Class Four (G.4 or S.75) certificates or those who have sat for but failed the West African School Certificate (WASC) or the General Certificate of Education (GCE) examinations. This was followed by holders of the First School Leaving Certificate (FSLC) with 19 per cent. Conversely, 5 per cent of them are holders of the Teachers Grade Two Certificate or those who had taken the examination leading to the award of the certificate but failed; 2.5 per cent of them hold the Government Trade Test Certificate and 1 per cent of them are holders of the Secondary Modern Three Certificate or must have attempted the examination preceding its award. At the University of Ibadan, 77.5 per cent of the participants have the Government Class Four (G.4 or S.75) certificate or must have sat for but failed the West African School Certificate (WASC) or the General Certificate of Education (GCE) examination, 13.5 per cent of them hold the First School Leaving Certificate (FSLC), 4.5 per cent were holders of the Secondary Modern Three Certificate or must have attempted the examination preceding its award, 3 per cent of them Government Trade Test graduates and 1.5 per cent of them were holders of Teachers Grade Two Certificate or must have attempted the examination leading to its award. For both the Universities, we might conclude that most of the participants in extra-mural studies are holders of the Government Class Four Certificate or must have sat for but failed the West African School Certificate (WASC) or General Certificate of Education (GCE) examination. Interestingly, while participation is least among holders of the Secondary Modern Three Certificate at the University of Benin, it is least among holders of Teachers Grade Two Certificate or those who have sat for but failed the examination leading to the award of that certificate. The finding here is consistent with those of Akinbola (1984:87) and Johnstone and Rivera (1965:56). This finding could be as

a result of the fact that extra-mural studies in Nigeria remain oriented more towards preparing people for the examinations leading to the award of the West African School Certificate (WASC) or the General Certificate of Education (GCE) than any other examination. As a matter of fact, many of the participants had either withdrawn from the regular school system owing to economic hardship or had failed the terminal examination probably because they did not take the examination seriously. For such people, extra-mural studies provide a viable second chance.

### **Similar Demographic Data**

The simple analysis carried out in this study have revealed that the demographic data of participants in extra-mural studies at the Universities of Benin and Ibadan are similar, and therefore, some generalisations could be made. The demographic characteristics investigated in the present study included age, sex, marital status, employment status and educational status.

Many of the findings in this present effort have clear policy implications. The incidence of the overwhelming presence of the youth and younger adults in extra-mural studies is worth commenting on. We cannot assume that only this category of participants have clear need for extra-mural studies. There exist in Nigeria a large 'army' of illiterate adults, who, if given the basic literacy skill might want to proceed to acquire post-literacy skills leading to their enrolment in extra-mural studies. There could, therefore, be a deliberate government policy to broaden the base of the on-going National Mass Literacy Campaign to give more adults the chances of benefitting maximally from extra-mural studies. Again, more men than women were found to be participating in extra-mural studies. This situation could be turned around, because, this author believes that our women like the men require some form of basic education for effective functioning in society. If the women would not enrol probably because of late classes, it might be possible to arrange classes closer to their locations (or residences) or even shift subjects more appealing to them to earlier hours of classes or even do more policing of the volatile young men so as to protect the young women against possible molestation.

Teachers of extra-mural students would probably discover in this study that their clients' characteristics are in many ways homogeneous.

The findings derived from this study were related to just two Universities. It cannot be guaranteed, therefore, that they will hold true for other extra-mural studies and centres in other Universities elsewhere in Nigeria, or in other Third World countries. Furthermore, the generalizations derived from this study may not hold for other variables not studied. It is equally true that characteristics may change from year to year. For example, the fact that more younger than other adult students were found to participate in the year of the study does not guarantee similar occurrence in the next year for circumstances like massive failure in different public examinations might influence future findings.

Be that as it may, this study would achieve its purpose if the findings highlighted within it are of some usefulness to planners and administrators of extra-mural studies in the Third World.

(The author owes a lot of gratitude to his former classmate, Mrs. Titilola Akinbola, for allowing him to use the questionnaire she had administered at Ibadan and for helping immensely with the initial construction of the questionnaire.)

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Indu Grover

## **Effective Transfer of Household Technology to Rural Women Clientele through Action Research and Experiential Learning Approach**

Indian rural community represents a complex social system including its heterogeneous nature, economic and social inequalities, caste and class differentiations, traditional social structure and system, regional imbalances in development, under-developed village institutions, limited developmental programmes, low levels of literacy and a relative fixed and expected role of women. Science and technology have not made significant inroads on the daily life of the rural families and communities.

Development is a process which implies a standard, a continuum, and a comparison involving certain observable parameters as, educatedness, income viability, social visibility, life expectancy, infant mortality, sex ratio, health and nutritional status, legal awareness, political participation and improved standard of living etc. The fact that a large majority of women in India reside in rural areas, are engaged in agriculture, and their life is characterized by drudgery, hard work and inadequate basic facilities needs no emphasis. Women are biologically more vulnerable, socially less valued, less mobile and comparatively more neglected during childhood, while during adulthood are mainly relegated to tasks of family survival, cleaning, serving, child care and nurture, fetching water, gathering fuel, looking after cattle, helping with family agriculture and allied activities.

Rural women constitute so significant a part of the working women population in our country, that it necessitates a fuller understanding of their status, roles and problems, not only as they now are but as they may be developed. Most women have an extremely busy schedule of work, both at home and in the farm. Besides limited economic resources, inadequate knowledge and skill in various spheres of home and farm life further restrict women from changing routine traditional ways of living and working. There is an obvious consensus that as an animator and a participant in the development process, the women have a unique role while for optimum development in desired direction, the developmental activities need to be undertaken in a planned manner with their maximum involvement.

Most rural homes have very limited exposure to scientific and technological information and meagre equipment, with a result that most household work continues to be performed by rural homemakers in a traditional manner, is time and energy consuming, has high level of drudgery and remains detrimental to health and

environment. Further, ironically not much effort has gone either in the generation of household technologies or dissemination of the same to the clientele system. However, scientific and technological changes in the household are as important as any other field and hence there is need to strengthen both research and transfer of technology/dissemination efforts in this direction.

### **Technology transfer and experiential learning**

Transfer of technology, to be successful, requires certain analytical methods and techniques. Lately in many of the projects and programmes of development, training is a deliberate intervention, interwoven in the form of training activities. The success of training, however, would depend on a number of factors mainly related to the trainee, the trainer, the training facilities, training institute, the type and duration, the training process, training emphasis, training environment and usefulness of training. Training incorporates both learning and practice.

Much of the learning of the trainee arises from interest, environment, stimulation and experiences. Although learning can take place in a variety of situations, the learning from experience involves the whole person, feeling as well as intellect, and because "Experiential Learning" comes directly from one's own experiences, it leads to powerful and effective outcome, bridging the gap between theory and action. Learning thus becomes the process of transformation of direct experience into meaningful knowledge, changed attitudes and better skills, all leading to action. It may be right to infer that quality prevails over quantity in this learning process.

The experiential learning cycle is recognized to consist of four activities as diverging, assimilation, converging and accommodating (Kolb David, 1987). The major characteristics of this learning include focus on learning for being. Knowledge produced is based on experiences of learner and therefore permanent, the teacher is a collaborator and a facilitator, the learner remains active and involved in the process and the learning is concrete and not abstract. To achieve desired results, the teacher and the learner both have to remain active at all the stages of the learning process.

### **The Differential Approach**

In the present study efforts are made to synthesise the results of three research programmes undertaken for transfer of technology to rural women clientele in a few villages in Haryana through experiential learning approach. These studies were in the area of acceptability of energy saving household technologies, social forestry and improved kitchen management techniques.

The focus was on learning for an improved standard and quality of life, learning through direct handling, the knowledge/concepts thus produced were on the basis of direct experience, the researchers' role was that of a collaborator, the learners were selected on the basis of interest, the teaching style was facilitation, research style was action oriented, research goal was preparing for acceptance of change while adoption would take place as and when feasible by the rural families and the decision to change would be voluntary and not compulsive. It was assumed, on the basis of first hand motivation, trial and evaluation, that change in learner behaviour would occur at a quicker pace and such persons would then act as innovators/leaders for others to follow them soon. Further, the approach would give better insight of the usefulness of the technologies as perceived by the 'user system' and not by 'technology generation or dissemination system' alone, while the problems of users would pave way for further research and developmental processes.

### **Technology transfer on energy saving household technologies**

In a study undertaken by the author and Verma (1990-91) and financed by the Department of Science and Technology, two villages namely Niana and Mattersham in the Hisar district of Haryana were purposively selected as the locale of the study. Both the villages were situated approximately at a distance of 20 km from Hisar city and on different roads. After this selection, discussions were held with the village leaders, both men and women, belonging to both statutory and voluntary organisations and the purpose of the project explained. In both the villages a number of houses were visited and information on existing household technologies gathered. At the same time, a list of interested women desirous of joining the training programme on household technologies such as electric butter churner, improved chullah and stove, mud pot janta cooler, mixy-cum-grinder, pressure and solar cooker was prepared. In this way 50 women per village were selected. These women were further divided into small groups and on the basis of consensus, households where they would gather in small groups was prepared. It was explained to them that they would be imparted basic knowledge and skill on the various aspects of each appliance in small groups while they would then have to try these equipment for a few days at their own residences and give the feedback. During the period if they would face any problem or have a query then the same would be attended to by the team who would be visiting the villages frequently. For this technology transfer action research design was followed. Pre-assessment and post-assessment of knowledge were recorded, adoption feasibility and constraints identified. The study was conducted over a period of one year.

Knowledge gain depicted in Table-1, reveals that the same was significant for a number of technologies. It is concluded that the same is higher where initial knowledge is low and significantly higher when the knowledge has been imparted in a simple language. It is high when need-based information is presented in an

interesting manner according to the understanding level of the clientele group. Post-knowledge score is high in all cases but knowledge gain is significant for improved wick stove, pressure cooker, mixy-cum-grinder, solar cooker and mud pot janta cooler.

**Table-1: Pre-knowledge and post-knowledge scores for household technologies**

Household technology	Pre-knowledge mean score	Post-knowledge mean score	Significance value
1. Electrical butter churner	2.52	3.66	1.55 <sup>NS</sup>
2. Improved wick stove	1.85	4.81	1.98*
3. Pressure cooker	2.42	4.81	2.02*
4. Mixy-cum-grinder	1.36	4.00	4.87*
5. Solar cooker	0.08	5.07	12.73*
6. Smokeless chullah	2.95	3.78	1.43 <sup>NS</sup>
7. Mud pot Janta cooler	0.30	2.71	3.15*
8. Wire gauge cool almirah	2.03	3.90	1.36 <sup>NS</sup>
9. Electric chakki	2.94	3.58	1.01 <sup>NS</sup>

\* Significant at 5% level of significance

NS Non significant at 5% level

The adoption mean scores, presented in Table-2 estimated after the women had tried the technologies in terms of relative advantage, physical and cultural compatibility, simplicity, complexity, triability, usefulness, confidence in use, willingness to buy, adoption time on a five-point continuum with scoring ranging from 0 to 4 for each component reveal that the same ranges between 0.94 to 3.43 indicating that technologies with a mean score above 3.00/4.00 have good prospects for an early adoption while for others, the constraints identified need to be further investigated and lessened for speedier adoption. Further, the message also needs to be replicated for greater understanding. It is evident from the Table that adoption prospects are good for electrical appliances as these are not very expensive but save a lot of time and drudgery of women.

**Table-2: Adoption mean score of technologies**

Sr. No.	Appliance	Mean score (Max.4.00)	Adoption prospect
1.	Electrical butter churner	3.43	Good
2.	Improved wick stove	1.98	Below average
3.	Pressure cooker	2.89	Moderate
4.	Electric chakki	3.34	Good
5.	Mixy-cum-grinder	3.00	Good
6.	Solar cooker	0.94	Poor
7.	Mud pot Janta cooler	2.43	Moderate
8.	Wire gauge cool almirah	2.68	Moderate
9.	Smokeless chullah	2.71	Moderate

Table-3 indicates that the approach followed had been helpful in reducing a number of the educational, technological, socio-cultural and situational constraints while the economic constraints constitute a major constraint in case of the electrical appliances and the solar cooker. It is inferred that for enhancing adoption and reducing time lag, ways and means need to be deliberated upon for reducing various constraints.

Many of the women had seen and handled appliances such as solar cooker, mixy, and the mud pot Janta cooler, for the first time. In some cases although the women were convinced, yet their family members/friends objected and even discouraged them to try using the technologies. However, when they saw others using them and finding the same useful, the demand was generated. All the technologies/appliances were not used to a similar extent. The most used ones included electrical appliances as mixy and electric butter churner and these were even borrowed by the other women in the village for use. In some families the pressure cookers earlier lying unused in the home were put into use after they had tried using the ones provided for trial and found the same useful. The mud pot Janta cooler, smokeless chullah and wire gauge cool almirah can hold better adoption possibility once they are made by the local artisans. For the same, the potter and carpenter need to be imparted the necessary training on the particular designs.

### **Technology transfer on social forestry**

In a study on "Acceptability of social forestry for promoting environmental sanitation through action research" conducted by Goyal (1989) and guided by the author, a list of 22 trees suitable for promoting social forestry in the Hisar belt was prepared after necessary consultation with the forestry experts of the Haryana Agricultural University and the State Department. This list was then given to 20

judges and six trees with 80 per cent and above agreement were identified for further propagation. The common names of the selected trees were Lemon, Kinnu, Jandi, Popular, Ber and Neem.

For the study, 120 interested rural women respondents, 30 each from the four villages namely Niana, Bherian, Mattersham and Raipur of Hisar district were selected. For studying acceptability, action research methodology was followed. Initially lecture-cum-demonstration approach was used and information with regard to benefits of social forestry, consequences of dwindling forests, trees suitable for social forestry, places suitable for planting trees, cost of planting different samplings, uses of different trees and their parts, depth of pit for planting, fertilizer dosage, fungicide/insecticide to be used, after care, sources of procurement of saplings, forest and women, forest and development was given and necessary materials shown to the groups. Each respondent was asked to choose a suitable place in her home or farm, dig a pit and follow the necessary instructions before a sapling of the choice was handed to her at nominal cost for further care and nurture. The respondents were asked to collect more sapling from the University or the Forest Department according to availability and also to propagate the message to other women in the community.

**Table-3 : Constraints mean score after action research and trial**

	1	2	3	4	5	6	7	8	9
<b>Educational</b>									
Inadequate knowledge about use and handling	0.08	0.02	0.15	0.07	0.04	0.03	0.04	0.03	0.04
Lack of skill at handling	0.12	0.02	0.11	0.05	0.05	0.02	0.02	0.06	0.10
Lack of awareness about cost,procurement cost	0.06	0.03	0.09	0.06	0.06	0.03	0.06	0.02	0.03
<b>Technological</b>									
Difficult to operate and use	0.29	0.04	0.05	0.13	0.15	0.06	0.07	0.04	0.14
Difficult to maintain	0.12	0.02	0.04	0.63	0.05	0.05	0.04	0.08	0.30
Requires frequent repair	0.19	0.06	0.04	0.09	0.04	0.04	0.05	0.07	0.22

**Socio-cultural**

Antagonistic attitude of others	0.19	0.05	0.33	0.40	0.20	0.07	0.13	0.06	0.17
Taste of items prepared not preferred	0.58	0.05	0.15	0.13	0.16	0.06	0.27	0.09	0.04
Practice advocated not in line of existing practices	0.32	0.00	0.24	0.20	0.18	0.08	0.18	0.07	0.02

**Economic**

High procurement cost	0.29	0.57	0.99	1.00	0.78	0.45	0.32	0.83	0.20
High maintenance cost	0.18	0.02	0.10	0.01	0.06	0.04	0.05	0.86	0.12
Uneconomical to use	0.08	0.03	0.06	0.46	0.08	0.02	0.04	0.43	0.39

**Situational**

Not advantageous for daily use	0.06	0.06	0.12	0.85	0.32	0.07	0.03	0.85	0.34
Not safe to use	0.14	0.00	0.12	0.13	0.00	0.00	0.07	0.09	0.03
Repair facilities not easily available	0.07	0.04	0.68	0.20	0.00	0.04	0.05	0.03	0.12
Equipment not easily available	0.05	0.06	0.12	1.00	1.00	0.39	0.08	0.37	0.00

- 
- |                      |                            |
|----------------------|----------------------------|
| 1. Pressure cooker   | 5. Mud pot cooler          |
| 2. Electric chakki   | 6. Wire gauge almirah      |
| 3. Mixy-cum-grinder  | 7. Electric butter churner |
| 4. Solar cooker      | 8. Stove                   |
| 9. Smokeless chullah |                            |
- 

Note : Scores are out 1.0 for each

Through this approach, although the size of the group was small, the respondents had moderately high gain in knowledge, formed favourable attitude, adoption was high and the respondents took a lot of care of the sapling planted.

**Technology transfer on kitchen management technique**

In another study, "Acceptability of kitchen management techniques through action research", guided by the author and carried by Lega (1989), a similar approach as used for social forestry described above, was followed for popularizing a package of kitchen management techniques (KMTs). These techniques, namely smokeless chullah, storage shelves, wire gauge almirah, water storage facility in kitchen and provision of ventilators were selected with the help of judges' consensus. The study was carried out in 4 villages on a sample of 120 women.

Acceptability of these KMTs conducted through action research reveals that KMT possess a high degree of feasibility for acceptance by rural women through this method. For a higher degree of adoption, the respondents must have adequate knowledge and skill and favourable attitude while action research methodology followed helped in achieving the desired result.

### **Implications**

Women need to be recognised as an important target group to be covered in development projects and programmes. They must be made to understand the usefulness and other associated beneficial details so that they have a clear perception of the project and their own role. Programmes of rural development can achieve greater success and remain permanent in nature if the people are made aware, motivated, convinced and given practical experience and exposure wherever possible. The greater their involvement, coordination and linkage in various stages of programme planning and implementation by the development agencies, better the results and faster the adoption.

When people find the project/programme of interest and find it need-based and useful they spare their time, money and collect their own resources and think of the necessary modifications. The role of a development agency should be that of a facilitator and collaborator of inputs so that people can seek help and assistance as and when required while action on their part should be allowed to remain a voluntary choice. However, most Government development projects in the areas of health, nutrition education and family welfare etc. are target-oriented rather than result-oriented and hence the degree of success desired is not forthcoming. However, a change in approach from traditional top-down to that of experiential learning would yield better result. The attitudes of the personnel involved too needs a drastic change.

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## **Health of Women and Children - Some Crucial Issues**

In India women have been subjected to prejudices in an orthodox milieu and have to be content with secondary place in the society. One of the major aspects wherein they are subjected to discrimination is their health.

A woman has to fight for survival right from her birth. High rate of infant mortality is an example of this. The rate of female infant mortality is higher than that of males.

According to UNICEF report the high rate of female mortality is due to social discrimination and neglect of females in the matter of health care.

**Table-1: Infant Mortality Rate**  
Number of deaths per 1000 persons

<b>Year</b>	<b>Male</b>	<b>Female</b>
1972	132	148
1980	113	115

Source : Seventh Five Year Plan. 1985, p. 324.

In India the infant mortality rate is 115 for females and 113 for males. In rural areas, the difference is more glaring, i.e., 142 for females and 130 for males and in urban areas 71 for females and 69 for males.

Though medical researches have proved a comparatively better survival chance

of female babies, still the gender imbalance is quite obvious. The sex ratio (the number of females per 1,000 males) continues to be highly unfavourable to females.

**Table-2: Sex Ratio (number of females per 1,000 males)**

<b>Year</b>	<b>Rural</b>	<b>Urban</b>	<b>Total</b>
1961	966	868	941
1971	949	858	930
1981	951	878	933
1991	-	-	929

Source : Census of India 1981, Series-1, India, Part-II - Special, Office of the Registrar General and Census Commissioner for India p.23

It is interesting to note that the age specific sex ratio declines sharply with the increase in the age group. The sex ratio in the age group of 0-4 years is 975, 940 in the age group of 5 to 9 years; and 896 in the age group of 10 to 14 years. Its main reason is high rate of mortality among females.

**Table-3: Percentage Distribution of Death by Broad Age Groups**

**1985 (Rural)**

<b>Age Groups</b>	<b>Male</b>	<b>Female</b>
Below one year	15.9	16.9
1 - 4	6.8	10.1
5 - 14	4.5	5.1
15 - 24	3.8	5.5
25 - 34	5.0	6.3
35 - 44	6.2	5.3
45 - 54	9.4	5.7
55 +	48.4	45.1
<b>Total :</b>	<b>100.0</b>	<b>100.0</b>

Source : Survey of Causes of Death (Rural) Annual Report, 1985, Office of the Registrar General, India, 1987, p.22.

The Table-4 shows that in rural areas upto the age of 34 years the death rate of females is higher than that of males; after this (it becomes lower for the females than for males). In case of urban areas the female death rate is higher than that

of males only upto the age of 9 years. After 9 years female death rate is lower than that of males. It may be due to female literacy, impact of mass media and urbanization.

**Table-4: Age-specific Death Rates, 1982**

Age Group	Rural		Urban		Total	
	Male	Female	Male	Female	Male	Female
0 - 4	44.2	48.1	21.4	23.0	40.1	43.5
5 - 9	3.6	4.5	1.7	1.8	3.3	4.0
10 - 14	1.8	1.8	1.1	1.1	1.7	1.7
15 - 19	2.1	3.3	1.7	1.4	2.0	2.9
20 - 24	2.5	4.1	1.6	2.8	2.3	3.8
25 - 29	2.3	4.6	2.0	2.0	2.2	4.0
30 - 34	3.5	3.9	3.2	2.6	3.4	3.6
35 - 39	5.0	5.0	3.7	2.8	4.7	4.6
40 - 44	7.3	5.8	7.0	4.0	7.2	5.5
45 - 49	9.7	7.7	9.1	5.7	9.6	7.3
50 - 54	15.1	10.9	12.4	8.0	14.6	10.4
55 - 59	22.0	17.3	19.5	14.3	21.5	16.7
60 - 64	35.9	28.4	31.0	22.5	35.0	27.3
65 - 69	62.2	43.2	44.4	31.8	59.0	41.2
70 +	100.6	87.8	88.8	75.1	98.5	85.3
All ages	13.5	13.6	8.3	7.7	12.4	12.4

Source : Vital Statistics of India, 1982, Office of the Registrar General, India, p.28-29.

One of the main reasons for higher female death rate is that maternal mortality rate continues to be high. Every day in India more than 400 women die from problems related to child bearing.

It is estimated that on an average a rural women gets pregnant about six to eight times in life and spends about 16 years in pregnancies and lactation. She gives birth to more than six children out of whom about four survive.

Despite the legal provision banning child marriage, it is quite common in rural areas. In a few States it is more than 10 per cent. Child marriage leads to high rate of infant and maternal mortality, infant and child morbidity and young widowhood.

Heavy manual labour, shocking working and living conditions, mal-nutrition

and poor quality of health services are other enemies of women's health. Women also suffer from occupational health hazards like postural problems, pain in the joints and other similar complaints.

**Literacy and Health of women and children**

Literacy may serve as an effective instrument of social change. Through literacy women become aware of their social and legal rights, and conscious of their own health and that of their children. They start appreciating the population problem and the idea of a small family norm.

According to data compiled by the Registrar General of Census, the infant and child mortality rate is lesser in the educated.

**Table-5: Infant Mortality Rate and Education of women**

Educational level of women	Infant Mortality Rate	
	Rural	Urban
Illiterate	145	88
Literate but below primary	101	57
Primary and above	71	47

Source : National Literacy Mission, January, 1988 p.10

The teaching-learning material for Total Literacy Campaigns is designed in such a way that it not only lays stress on literacy but also creates awareness among masses about the conditions in which they live and work and the way in which they could change their environment.

Status of the girl child, women's status, health, hygiene and population education are the main content areas in most of the primers. Through these primers they become aware of many problems which concern their lives.

In the post-literacy campaign, neo-literates need learning material for remediation, stabilization and continuation of their newly acquired literacy skills. For this purpose suitable literacy material could be produced having a variety of content areas. During the post-literacy phase such material is needed which could communicate ideas about the health care of women and children. Health care messages should be addressed both to women and men. They should also share the difficult and important tasks protecting the lives and the health of women and health and the growth of their children.

## **Health problems**

The fundamental cause of death of millions of women and children is poverty. They live with ill health and poor growth because they are poor. But another fundamental reason is that they do not have knowledge about protecting their own health and the health and growth of their children.

Today there is world-wide concensus on essential health information. This information and its judicious application can save the lives of millions of children in the country. It can drastically reduce malnutrition and help to protect the healthy growth of the next generation. This information can be put into practice at a very low cost.

It is, therefore, necessary that the information which could protect the life of women and children should reach all the families. Through post-literacy material e.g. books, posters etc. this information could be put at the disposal of the majority.

The following essential information to improve the health of women and children should be given to the community:

### **Spacing**

Birth spacing is one of the most powerful way of improving the health of women and children. Births which are too many or too close or to women who are too young or too old are responsible for approximately one-third of all infant deaths world-wide.

- Becoming pregnant before the age of 18 or after the age of 35 increases the health risks for both mother and child.
- The risk of death of young children is increased by about 50 per cent if the space between births is less than two years.
- Having more than three children increases the health risks of pregnancy and child birth, these become much greater after the fourth pregnancy.

### **Safe motherhood**

Message about safe motherhood could save women who die from problems related to child bearing. It could also prevent many serious illnesses. But to make full use of the knowledge, women need the support of their husbands, their communities and their Government.

- Government has a particular responsibility to train people to assist in child birth, to make available routine pre-natal services and to provide special care for women who have serious problems during pregnancy and child birth.

- To reduce the danger of child bearing, all pregnant women should go to a health worker for pre-natal care and all births should be assisted by a trained person.

- To reduce the danger of pregnancies and child birth, all families should know the warning signs.

- All women need more food and rest during pregnancy.

Girls who are healthy and well-fed during their own childhood and teenage, have fewer problems in pregnancy and child birth.

## **Breast feeding**

Babies fed on breast milk have fewer illnesses and suffer from less malnutrition than babies who are fed on other food. In poor communities bottle feeding is a serious threat to the lives and health of million of children.

- In the first four to six months of baby's life, breast milk alone is the best possible food.

- Colustrum is very nutritious for the baby. It contains antibodies which provide defence mechanism against diseases.

- Frequent sucking is needed to produce enough breast milk for the baby's need.

- Bottle feeding can lead to serious illness and death.

## **Child growth**

Malnutrition and infection hold back the physical and mental development of millions of children.

Sometimes children do not get enough diet due to drought, famine, war or poverty. Only political and economic action, often involving land reforms and investment in food production by and for the poor can solve this problem.

But sometimes the parents who have enough diet for their young children do not know about the special needs of the children, parents should know the following facts:

- If there is no gain in the weight of the child for two months, something is wrong.
- By the age of four to six months, the child needs other food in addition to breast milk.
- A child under three years of age is to be fed five or six times a day.
- All children need food rich in vitamins and small amount of extra fat or oil added to normal food.
- After illness, a child needs extra meals to catch up on the growth lost during the illness.
- Talking, playing and showing love are essential for a child's physical, mental and emotional growth.

### **Immunization**

Without immunization, an average of 3 per hundred children born will die from measles. Another 2 will die from whooping cough. One more will die from tetanus. And of every two hundred children, one will be disabled by polio.

Children can be protected against these diseases by vaccines.

If services of immunization are not available, parents should ask for the same through their community organization.

But sometimes parents do not give the children full course of immunization even when the services are available.

It is, therefore, essential that they should be told that:

- Immunization protects children against several fatal diseases. A child who is not immunized is more likely to become undernourished, disabled or die.
- Immunization should be completed during the first year of the age of the child.
- It is safe to immunize a sick child.

- Every woman between the age of 15 and 44 should be fully immunized against tatanus.

### **Diarrhoea**

Diarrhoea causes dehydration which kills approximately 10 lakh children every year in India.

The main causes of diarrhoea are poor hygiene and lack of clean drinking water. It is the responsibility of the government to support the community in tackling these basic problems.

If parents and communities know the following, they can prevent almost all the deaths and malnutrition caused by the disease:

- Children die of diarrhoea because too much liquid is drained from their body. Therefore, it is essential to give a child with diarrhoea plenty of liquids to drink.

- Oral Rehydration Therapy.

- When a breastfed child has diarrhoea, it is important to continue breast feeding.

- A child with diarrhoea needs food.

- Trained help is needed if diarrhoea is more serious than usual.

- A child who is recovering from diarrhoea needs an extra meal a day for a week or so.

- No medicine should be used for diarrhoea, except on medical advice.

- Diarrhoea can be prevented by breast feeding, by immunizing all children against measles, by using latrines, by keeping food and water clean and by washing hands before touching food.

### **Cough and cold**

Cough and cold can become pneumonia which kills approximately 600,000 children each year in India.

All parents should know what to do about cough and cold - and when trained medical help is essential:

- If a child with a cough is breathing much more rapidly than normal, then the child is at risk. It is essential to take the child to a clinic quickly.
- A child with a cough or cold should be helped to eat and to drink plenty of liquids.
- A child with a cough or cold should be kept warm but not hot, and should breathe clean, not smoky air.

## Hygiene

More than half of all the illness and death among young children is caused by germs which get into their mouth via food and water.

In communities without latrines and without safe refuse disposal, it is very difficult for families to prevent the spread of germs. It is, therefore, vital for the government to support communities by providing the latrines and safe drinking water.

## V.D. and AIDS

V.D. are sexually transmitted diseases and full information about it should be given to men and women. Acquired Immune Deficiency Syndrome (AIDS) is a new global problem. It kills the patient by damaging the bodies' defence mechanism against other diseases. As far as we know there is no known cure for it.

At the moment, the only effective weapon against the spread of AIDS is public education. That is why every person should know how to avoid getting and spreading the AIDS virus.

- AIDS is an incurable disease which can be passed on by sexual intercourse, by infected blood and by infected mothers to their unborn children.
- Safe sex means being sure that neither partner is infected, remaining mutually faithful and using a condom, if in doubt.
- Infection with an unsterilized needle or syringe is dangerous.
- Women with the AIDS virus should avoid becoming pregnant.

- All parents should tell their children how to avoid getting AIDS.

### **Tuberculosis**

It affects every age, but young children are particularly susceptible. One lakh children under five years develop T.B. every year in India.

Family and community action is needed to reduce illness and death from T.B.

- Children can be protected against T.B. through BCG immunization. BCG should be given as soon as after birth as possible.
- Adults should receive adequate treatment for T.B. They should not cough or spit near their children.
- T.B. of brain (Meningitis) often leads to death. Those who survive may become mentally handicapped. T.B. also affects lungs, bones and glands.
- Tuberculosis can be cured.
- Tuberculosis is not dangerous if the patient is treated.

### **Leprosy**

Leprosy is a serious problem in some parts of India. There are nearly 40 lakh cases of leprosy in India.

It is more common in Andhra Pradesh, Tamil Nadu, Orissa and West Bengal. But cases of leprosy are found all over the country.

Leprosy is a curable disease and treatment should be started as early as possible.

Most of the cases are non-infectious, only 18-20 per cent of cases are infectious.

- Deformities can be prevented by early detection and treatment. Government must provide facilities for diagnosis and treatment. Government must ensure that there is no discrimination against the leprosy patients or their families.
- Leprosy patients must not be isolated but remain within their family and community. Family and community support is necessary for their rehabilitation.

**Most common Diseases of women****Nutrition Deficiencies**

Although women grow most of the food, fetch most of the water, collect most of the fuel and cook most of the food, they consume least food themselves. They are usually malnourished. Because of this they suffer from many diseases e.g. anaemia (Iron deficiency), Osteo-malacia (vitamin D deficiency), night blindness (vitamin A deficiency) and goiter (Iodine deficiency etc.).

The nutritional deficiency related diseases get more serious due to repeated pregnancies. After three pregnancies, there is an increased risk of serious health problem due to anaemia, osteomalacia and haemorrhage. This becomes much more after four pregnancies.

Special attention should be given to the diet of young, adolescent girls, pregnant women and lactating mothers.

**Occupational health hazards**

Women play an important role in agricultural production, animal husbandry and other related activities such as storage and marketing of produce, food processing etc. Apart from these they spend almost the whole day doing household chores, including fetching of water and gathering of fuel. Because of smoke coming from stove they develop eye problems.

Because of hard work and or no little rest they develop pain in the joints and weakness of bone etc. They become exhausted and sometimes psychologically and emotionally ill. They develop symptoms like hysteria.

**Gynaecological problems**

The most common problem is pre-menstrual syndrome, uterine prolaps, menopause and endometriosis. Girls and women should be educated about these. They should know the structure and physiology of sex organs and how to take care of themselves during any gynaecological problem.

There are many factors which influence the health of women and children. These may be economic, social, cultural and psychological.

Varsha Das

## **Production of Literacy Material in Minor Languages**

India is a typical example of multi-lingual, multi-cultural and multi-ethnic country. Since the country is so vast and its historical and geographical dimensions are responsible for her varied and diverse cultural pattern one learns to respect the variety and individuality of the other in the interest of mutual growth.

Nearly twenty years ago a scholar of linguistics had undertaken a study to enumerate the mother tongues of Indian population. He came to a staggering figure of more than 1600! This huge figure posed serious problems before education, communications and administrations. During the long spell of 200 years of the British rule the official language of the country was English. After the Independence in August 1947 Hindi was declared the official language besides English. Not only that, the whole country has a number of language regions, and 15 major languages are declared official languages of those regions. The central academy of letters (Sahitya Akademi) gives annual awards to the most outstanding books of literary merit in 22 languages. These languages are - Assamese, Bengali, Dogri, Gujarati, Hindi, Indian English, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Rajasthani, Sanskrit, Sindhi, Tamil, Telugu and Urdu. 7 languages viz., Dogri, Kashmiri, Konkani, Maithili, Manipuri, Nepali and Rajasthani, added to the main list of 15 major languages do not have their independent scripts. They use either the Devnagari script in which Hindi is written, or Bengali or Urdu. Some dialects even use the Roman script.

National Book Trust, India, is a national organization devoted to promotion and publication of books since 1957. Its regular programme is conducted in 13 languages and lately it has added 3 more languages which have fairly independent growth of literature but do not have their own distinct scripts.

Literacy activities have flourished in more than 22 languages discussed above, only because education in mother tongue languages has always been encouraged in India.

In the book *Groundwork of Educational Theory*, Mr. J.M. Ross quotes Froebel's famous metaphor in which it is shown how the actual method of teaching consisting of manipulation of actual life and experiences of learners brings out the best in them. Here is an excerpt:

“...a plant will grow and achieve its own proper form unaided. But while each plant must develop according to the laws of its own nature, while it is impossible, for example, for a cabbage to develop into a rose, there is yet room for a gardener. A good gardener, by his art, sees to it that both his cabbage and his roses achieve the finest form possible. His efforts produce a finer result than would be achieved by the plant without him, yet, it is in the nature of the plant to achieve that result under suitable conditions. The naturalist may be content with briars but the idealist wants fine roses. So the educator by his efforts assists the educand, who is developing according to the law of nature, to attain levels that would otherwise be denied to him.”

### **Mother Tongue**

One is able to bring forth learner's spontaneity and power of self-expression only in an environment that is natural and comfortable for her. That would give full play to her creative abilities and functional activities of mind and body. This is best done in learner's mother tongue.

Like India there are many other countries where the official language of the country is not necessarily the language of many illiterates, particularly those who live in geographically difficult areas like hills and mountains, forests, isolated islands, deserts etc., and who are mainly tribals or belong to the deprived sections of the society. They require area-specific culture-specific material in their own language, with the visuals of the local environment. For example, in Madhya Pradesh, the official language of the State is Hindi, but it is populated by numerous tribes and minority communities. The local agency engaged in literacy work decided to use the primer prepared at the State level in Hindi, the standard language of the State. The letter 'B' was introduced by the picture of a goat which in Hindi language is **Bakari**. But the word for goat in the mother tongue of learners was **Chheri**. So, instead of 'B' for **Bakari** they would always read as 'B' for **Chheri**! There were many such examples. Ultimately the functionaries had to rewrite the whole primer using local words, in which the word **Chheri** was used to introduce the letter **Chh** and not 'B'.

There is another example from the state of Haryana. They used a word **Makaan** for a house. The use of the word **Makaan** means the same in Delhi and in Haryana, but the house in Haryana looks very different from the house in Delhi! And therefore, the visuals were not acceptable to the learners!

The situation is all the more challenging in the mountain regions of north east frontier. In the state of Arunachal Pradesh there are 23 recognized dialects. The Central Institute of Indian Languages has produced primers for school children but no suitable material is available for adult literacy programme. The official language of the State is English and Hindi is taught as a second language in schools. Obviously, the spoken and official languages are not reconcilable. There is no commonality, except the script, which is Roman. According to the 1991 census there are 402,000 illiterates in Arunachal Pradesh aged 7 years and above, in which 182,000 are men and 220,000 are female.

Another north eastern state is Manipur. Its main language is Manipuri written in Bengali script. There are 26 main spoken languages and some of them use Roman script. Illiterate population above the age of 7 is 573,000 in which 372,000 are women.

The State of Nagaland has more intricate problem. It has 16 official languages! Literacy material developed in AO Naga language which is one of the 16, is not acceptable to others.

### **Models**

All these regions and many other around them require specific content based on their own socio-cultural environment and life pattern. To conduct a time-bound area specific literacy programme one can think of three different models:

A transfer model can be prepared in which there would be a transfer from the spoken language to the State or official language. The first primer would have all the words from the spoken language. The second primer would introduce some words from the State language and the third primer would be in the State language with a few words from the spoken language. This transition would require supplementary reading material to reinforce and stabilize literacy skills.

Transfer model would be feasible only if the script used for the State and spoken languages is the same.

A common base model can be prepared by choosing one dialect understood by all the speakers in the region of many dialects. Care will have to be taken that it reconciles socio-cultural aspects. This model would require post-literacy material in the same language and script. Sometimes a new script is developed for the spoken languages having no scripts of their own. But this creates more problems as one is not sure about the scientific development of the script. It is always better to adopt one of the existing scripts, preferably of that region. It can be slightly modified to suit the requirement and give an identity of its own, if necessary.

A bilingual model can have the spoken and State languages in the same primer in the same script. If the script of the spoken language is different, the primer would have two different scripts. This model would take more time and increase the teaching load.

When a learner learns in her own language she can understand what she hears. She is already familiar with the vocabulary, grammar, idiom, diction etc. of her own language. She can express herself freely. She only has to make effort to learn to read and write. Therefore, it is the visual symbols, grapheme, on which she has to concentrate. But if she has to learn a new language she may not understand what she hears and may not be able to express her difficulties or views, her own limitations would slow down her learning process.

There are also cases where learners do not want literacy skills in their spoken languages, because they know that it would limit their scope and would deprive them of wider communication. Such learners can be made literate in their State language because they are already motivated. They are ready to put in extra effort.

It is a government policy in India to provide textbooks in mother tongue wherever the number of people speaking a particular language is 100,000. Since India is so thickly populated there are many spoken languages in which primers and textbooks are in the spoken language. Transition to official language begins from class 3. The National Council of Educational Research and Training(NCERT) has taken up the task of providing the necessary resource support.

Arunachal Pradesh has one dialect called Adl. They use Roman script. Primers for them are prepared in Roman. In some places where there is no scripts, textbooks are prepared either in Devnagari script or in the script of the State language. If the teacher does not teach in the mother tongue of her pupils she is not able to communicate. It has been established by NCERT experiences that using a language other than the mother tongue creates a barrier between the teacher and the taught.

In some areas where the primers could not be developed in the spoken languages due to the lack of resource, teachers are advised to take the standard primer and prepare a list of local words against each one. Sometimes they prepare lessonwise list and fix additional pages at the back of their standard primers, and give a note for teachers in the beginning of the book that they should go through the list of words given at the back thoroughly and carefully, and teach each lesson by replacing standard words by the spoken words.

Each primer comprises four parts. Part I of the book is for teachers. It spells out objectives and instructions. Part II has learning material. Part III has workbook,

and Part IV consists of unit tests. Learning material, workbook and tests must have local examples picked up from local flora and fauna, and from daily life of local communities.

The success of formal system in spoken language areas has inspired the Directorate of Adult Education, under the Ministry of Human Resource Development, to pay special attention to the North-Eastern States, Jammu & Kashmir, and some areas of Rajasthan where the adult literacy programmes are yet to take off due to the nature of terrains resulting in communication problems. It has been agreed that “to begin with only those spoken languages may be taken up which are spoken by more than 100,000 people in the country and which have at least 5,000 illiterate learners in the state, unless there is a need and demand from substantial number of people.” This means that even if the number is less than 5,000, if the people demand they should be provided with the literacy material.

The task of developing basic literacy material may be taken up as follows:

1. Identify major spoken languages with the number of speakers in the areas.
2. Identify the languages in which the desired material may be developed on a priority basis.
3. Decide modalities relating to the preparation of Primers in spoken languages, preferably with a switch over mechanism to the official or State language.
4. Orient writers in developing Primers.

The selected writer should know the official or State language; and also the spoken language of the area. She should be well aware of the most frequent vocabulary, socio-cultural life of the area, social values, traditions, beliefs, needs and interests of the people and also development programmes of the region. It would be best to select the writers from the area for which the material is developed.

To make a time bound and cost effective programme, special attention is needed on the content of learning, and visibility and measurability of learning. Like any other literacy programme, the present one would also require pre-literacy material, basic literacy material, teaching material and special supplementary material.

With adequate technical know-how and human approach, however difficult it may seem, one can certainly hope for success.

Prishila Andreas

## **Bhils - Far From Golden Horizon of Literacy**

Madhya Pradesh is the largest state, whose total area is 44.43 thousand Sq.Km., having a total population of 6.61 crores which is 7.8 percent of the country's total population according to the census of 1991. At present the average population per Sq.Km. is 149 persons, while it was 118 persons per Sq.Km. in 1981. The rate of growth of population during the same decade was 8.69 per cent. The average number of female as against per thousand males is 932 in the State which is slightly higher than the national average. The rural and urban population is 76.79 and 23.21 respectively in the State. The literacy percentage is 43.45 as per the census of 1991, where male and female literacy is 57.43 and 28.39 percent respectively. The State occupies the 26th position from the literacy point of view and is counted as the four most backward states in the country.

The Bhil tribal belt of Madhya Pradesh comprises the districts of Jhabua, Dhar, and West Namar. The whole tribal belt area is spread over 21,693 Sq.Km., with a population of 4,521,999. The rural population is 3,949,810 but it is so unfortunate that total rural literate population is only 785,104, of which the numbers of male and female literates are 572,549 and 212,555 respectively. The percentage of illiteracy is very high in the entire Bhil tribal belt.

**Literacy Chart of Bhil District of Madhya Pradesh (1991)**

S. No	Dist Name	Rural Urban	Area Sq.Km	POPULATION			LITERACY		
				Total Person	No.of Male	No.of Female	Total Person	No.of Male	No.of Female
1.	Jhabua	Total	6782	1129356	671240	558116	159985	112256	47729
		Rural		1031639	520317	511322	103758	78351	25407
		Urban		97717	50923	46794	56227	33905	22322
2.	Dhar	Total	8153	1366626	700285	666341	377031	267003	110028
		Rural		1187991	605455	581638	276600	204488	72132
		Urban		179535	94832	34703	100431	62353	37896
3.	West Namar	Total	13450	2026317	1038810	987507	575578	394859	180659
		Rural		1731030	879555	841525	404744	289730	115016
		Urban		305237	159255	145982	170772	105129	65643

A glance at the statistics will show that the rate of growth of literacy has been rather slow in tribal belt areas, while the population growth in the same period was astoundingly high. This tremendous speed of population increase has caused the immense problem in the liquidation of illiteracy.

Through out the country adult education programmes were very much alike: the heavy eyelids in the timid kerosene light, the uneasy strokes of pencils or chalks of the notebooks or slates, the choir of searching voices repeating what the instructor has written on the black board. A certain tension is discernible, as if they feared losing their word to silence. Reading a word without saying aloud is a leap into uncertainty. Here no doubt reading is one perceptual skill; listening is another. While writing is an action applying a technology external to the body, speaking or singing is an action originating in the interior of the body.

**Exploitation**

The vulnerability of Bhil tribal populations to exploitation by minor government officials, as well as money lenders, landlords, middlemen and other agents of vested interests, can largely be traced due to their illiteracy and general ignorance of the world outside the narrow confines of their traditional environment. The inability to cope with many new forces impinging nowadays on tribal villages and on an economy which had remained virtually unchanged for centuries is by no means due to any innate lack of intelligence.

As long as they operate within their familiar atmosphere they evince as much perspicacity, skills and even true wisdom as any other population, but as soon as they are faced by social attitudes rooted in a different system they become insecure and often behave in a manner detrimental to their own interests. They are being brought up for centuries in a system in which all communication are by the word of mouth and hence they are more used to trusting verbal statements. They get confused by constant references to documents and written rules. Unable to read even the simplest receipt given by an official and obliged to put their thumb impressions on documents which they cannot understand at all. They are easy victims of any fraud or misrepresentation which more educated exploiters are likely to devise. It is obvious that a modicum of literacy is indispensable as a first step towards enabling the tribals to operate within the orbit of the advanced communities, dominating the economic and political scene in their tribal belts. The disadvantage which the illiterate tribal labourers face are multiplied in the case of those who do not even speak and understand language of the place where they go in search of work in towns and cities. They are fooled and cheated sometimes even with the wages of two or three months. Hence, now they always move in groups accompanied by some educated fellow tribesman who act as interpreters.

**Education**

A basic universal education is must for everyone, whether he is a farmer, a factory worker, a cobbler, a carpenter, a mason or a petty business man. Without universal literacy, no development is possible be it economical or social. Illiteracy as a mass phenomenon blocks economic and the social progress and turns down productivity, population control and national integration. Although all the efforts have been made during the past years for achieving universal literacy, the remotest areas of Madhya Pradesh were given the least attention. In rural areas, there is now one primary school within a distance of 2 Km and one middle school within a distance of 3-4 Km. They cover almost 95 per cent of rural population, but because of the existence of problems of 'wastage' and 'stagnation', desired success is not being achieved in the villages of this particular belt of Madhya Pradesh.

The financial conditions of the Bhils in remote areas is so miserable that in

many villages even though there is provision for free education of their children, yet they find themselves unable to meet the other expenses connected with education. Beside this the parents have always before them the question as to whether they should send their wards to school or to places where they can earn something to add to their meagre income. As is quite natural, they prefer the latter because unless a person is able to make a provision for his food and clothes, he can't even think of education. The child too understands the financial handicaps of the parents and is willing to miss the very foundation of his future life.

The girls are either not sent to the school, so that they help in household work and field work. The guardians do not get any financial return from the education of the girls.

The guardians themselves are illiterate. So they fail to understand the cultural and social importance of the education for their children. Consequently, even if they admit their children to some schools, they take them out of those schools, because from their point of view, the time spent thus proves to be a wastage. The importance of education will be understood only if the parents are literate, but alas, when that day would come in the life of Bhil tribals?

The very teaching methods in the rural areas for the primary education which are prevalent in most of the educational institutions do not make the desired effects. It is also noticed that incompetent and untrained teachers are recruited to the remote rural areas. They lack the basic knowledge of teaching and just pass the time. The teachers have the least desire to help them in their personal growth. Many village schools are one room schools. So first to fifth standard students are made to sit under one roof and are taught by one teacher. Here the teacher acts merely as a supervisor and not as a teacher. Excessive number of students makes it difficult for a teacher to pay special attention to weaker children in the group.

In the villages children also watch keenly the liberty taken by the teachers. They come as they like and go when they like. As a result there is a bad repercussion on the children. They do complain to their parents about the negligence and liberties taken by the teachers.

They too start taking liberty and attendance starts falling. Also a lack of interest is created among the children and the parents. Instead of complaining to higher authorities, the parents prefer the children to remain at home.

At least 60 to 65 per cent of the Bhil adult population is still illiterate despite the State Government's involvement in the non-formal education or adult education programme for the last two decades. We interviewed at random some 100 illiterate adults of Jhabua district to find out the reasons for non participation in the adult education programme. The reasons for their non-participation in the non-formal or adult education or literacy mission programme in Bhil tribal belts are as follows:

- a) the feeling that one is 'too old' 'to learn'.
- b) 'engagements in one's occupation during the time of adult education classes are conducted'.
- c) 'the poverty' which forces them to migrate them from their native villages in search of work so as to earn their daily bread. This keeps them away from their villages for more than six months.

It is not surprising that Bhil illiterate adults are unable to grasp and master the reading and writing skills. This is perhaps due to the fact that basic education was primarily promoted for the small children and not for the adults. It needs continuing efforts with a missionary zeal to make them practise the recognition, utterance and writing of alphabets and numerals skillfully.

In conclusion we can say that they have only minimal power over their environment - physical, political or economical.

Beside poverty, illiteracy has given rise to another problem i.e., 'a feeling of terrible amount of inferiority complex in the adults'. They are very shy to talk to any stranger. It is observed that inferiority complex makes them hesitant to speak. This is the reason for which they try to communicate with minimum words and more gestures.

### **Literacy Empowers**

They move in groups, no matter whether they go to market or to the work site. They have a leader among them who does the bargaining as well as talking for the group. They call him Mukaddam (an interpreter). The interpreter is not a literal translator. Those who have gone to the school or the adult education centres, have become quite bold and confident in their behaviour and speech. They showed lesser degree of shyness in their behaviour and were less hesitant to talk to us. They had less difficulty in selling or buying goods in the market. They could freely talk in the village meetings and Panchayat meetings.

If the Government is keen to eradicate illiteracy from the tribal belt, it would have to adopt a new strategy to win the battle against illiteracy in the Bhil tribal belt. It will also have to reorganise the compulsory primary education programme for the age group of 5 to 14 years. Else the poor Bhil tribals would be far from the very golden horizon of tomorrow - 2000 A.D.

**Birendra Kumar  
Niraj Kumar**

## **Training Farmers through Video**

Increasing agricultural productivity is a priority task for most developing nations. Limited resources and mounting population pressures make it essential to concentrate in the years and decades ahead on increasing agricultural production. Training has been identified as the most critical input in this endeavour. Farmers need to be trained at suitable intervals to keep pace with ever-advancing technologies in their interest areas, viz. crops, livestock, fisheries, etc.

The history of farmer's training in the country speaks of the casual manner in which training as a field of endeavour has been treated in the past. It is only in 1974 that the Indian Council of Agricultural Research (ICAR) had taken upon itself the task of launching an innovative scheme called Krishi Vigyan Kendra devoted to vocational training for practising farmers, farm women and unemployed youth.

Looking at the large rural population and their need for continuous training, the existing infrastructure of training seems to be inadequate. There is very little scope of expanding it radically in the near future. Thus, there is an urgent need to consider various approaches to help multiply the training capability of these institutions without losing quality. It is in this context that use of video - a new communication technology - can be considered for increasing effectiveness of farmers' training. Video enhances training by visualising verbal message with motion and colour and standardizes information. When used properly, video adds another dimension to training sessions by providing farmers with a visual picture of new techniques (Alison, 1986). Video with its unique feature of quality audio-visual recording, instant playback and ease in handling is quite amenable to training and education. There is growing interest in the use of video for information delivery and training under reorganised agricultural extension efforts in the country. The first generation of extension workers using video for training and information communication, are already in the field, having undergone quick 'nuts and bolts' training in software production at selected state Agricultural Universities. Personal interactions with some of them revealed that most frequent use of video in training has been the screening of borrowed films mostly as a supplementary activity in order to fill gap or provide diversion. The success of training depends much on the way in which the new medium is tied with the overall training objective. It is true that rural training has not been benefitted by advances in instructional technologies. Hence, a systematic approach in production and utilization of video alongwith other support materials, is seldom evident. There is a paucity of information and skill in instructional use of video for the rural clientele.

### **Video - A New Training Tool**

Here is a shiny new tool that can display pictures on television-type screen with playback facility. Proliferation of new electronic technologies has made it more compact, convenient and useful for educators. It is possible to demonstrate processes - even complex and hard-to see ones, through manipulation of time space and motion. Thus, it is easier now than ever, to show processes and operations with desired visual effect. Visual recording allows one to observe phenomena (even rare, out of season or dangerous ones) again and again. It is thus obvious that video can be a better choice if motion is critical to the lesson and demonstration of psychomotor skills required to manipulate objects and perform physical activities. In many cases where immediate visual feedback is essential to display learners' physical and verbal performance, video has an edge over other media. The standardized text, arranged in sequence can be easily assessed and improved with use of video. Thus video can be used to teach recognition, rules and principles as also psychomotor skills. It is very useful for creating attitudes and emotions by using various techniques and effects.

Farmers' training is a challenging area of adult education requiring deeper understanding of the farmers' world of learning, choice of appropriate technologies and training intervention. Diversity in socio-psychological and personal background of learners create difficulties for the training designers/developers. While contents have to be tailored to the needs of respective groups, communication support also needs to be considered accordingly. Moreover, paucity of experts and magnitude of the task demand thinking through the strategies of multiplying training efforts. This is where video-based training can be utilized. Since most of the lessons are to be repeated every year according to seasonal requirements, standardized text saves additional planning and presentation. Video-based training can be presented with or without a trainer. It may be used with the aid of trained farmers for teaching poor groups. Several other combinations may be thought, which will be discussed separately in appropriate section later.

### **Video Lessons**

Video lessons to become an integral part of training, must be designed around the existing level and background of the learners. The socio-cultural context of the rural farmers presents unique learning situations, quite different from the world of trainers or technical experts (mostly urban-trained in sophisticated language, alien terms and used to class-room approach of teaching). It must be a challenging task to design lessons rooted in local rural context, native (or understandable language, appropriate pace, visually appealing and logically organised to emphasise critical concepts. F.A.O. (1987) reported that production of video programmes to train rural peasants in Mexico was done after a thorough analysis of the project area in close cooperation with local population and in accordance with local development plans. This becomes the basis for development of scripts and field recording. They found relevance of programmes to local felt needs as much more decisive factor than audio-visual quality of the programme to be effective for the farmers. Once a training video was prepared, it was used experimentally for a period of time to test it among the intended audience. Another video-based rural training project in Peru also emphasised on researching information and training needs of farmers before deciding which materials to produce. It tried to be sensitive to their cultural values and perceptions when planning and producing the materials by involving farmers at all stages of planning and production. Thus, initial field investigations and consultations with farmers are necessary to determine the themes which can be best treated through video. Traditional knowledge and practice of the farmers must be understood and analysed well. Attitudes beliefs, language, social norms, cultural factors and learning behaviour should be studied. Notes should specially be taken about language, pace of commentary, types of visuals, and nature of reinforcement appropriate to the learners. The systematic and step by step, work as in the following will ensure compatibility of the video lesson with the target audience:

- Identification of target audience, their education need and socio-cultural context
- A definition of production objective.
- Choice of content and methods to meet the objectives.
- Recording in the field.
- Test prototype and modify.
- Produce final programme.

Eventhough, precise norms of producing video for instructional use in rural setting are not available, trainers and educators have found that instructional video should not compete with commercial television (Rushthoi, 1977). Schleger (1985) pointed that instructional video films need not be entertaining to teach skills. Are you showing it simply? clearly? slowly? Are you being thorough enough? Are you providing three passes at the information: once in introduction, again in body and finally in the summary? Torrence (1985) reported that training through video is most effective when it is part of a sequence of a well-planned and structured learning activities focussed on a recognized problem. On the basis of several studies he has reported that instruction in perceptual motor skills should be presented as they are seen through the eyes of the learner. Do not tell them, show them. Excessive artwork affects learning negatively. Unnecessary cues cloud the information. Learning is impaired when characters are unrealistic. Use realistic models, sub-titles and reasonable use of repetitions - improve learning through video.

Taking cues from the above findings it may be concluded that training through video must emphasise on utility as perceived by the learners than audio-visual quality as judged in commercial productions. However, one must ensure minimum audibility and visibility levels without distractions. Realistic scenes of local people in local dialect can create favourable response with farmers. In some Indian experiences with video, successful results of the neighbouring farmers, real life recording by local inhabitants, and use of local commentators have been found to be effective in generating interests of the farmers. Duration too is very important; short programmes of 10-20 minutes or at the most 30 minutes, should be enough. In view of human absorption capability and attentiveness span, lengthy programmes, should be broken into parts. In a programme, the main body of information should start within the first minute or soon after. A catchy dramatic opening can help catching attention. Field recordings, identifiable visuals, local farmers can create interest. The programme must have sequence, fluency, simplicity, and explicitness. Diversion from the main theme should be minimum. A proper closure is essential to review the lesson and reinforce the central message.

## Utilization Strategy

How should video be used? Whether it is sufficient as a single medium or in combination with other media? Will there be discussion before, during or after the training? Should video be played once for full length or stopped in between and replayed? If one reviews the current usage, it will be revealed that there is hardly any plan in the mind of trainers/extension educators. The question of questions is how to use video in the overall plan of training? There can be many different approaches to use video depending upon the type of material-whether tailor made for the training or adapted. However, the activities before, during and after video lesson will affect learning.

### Before Video is Played

a. **Preview:** It is not always possible to view a video programme prior to use, but a trainer can usually read about the programme in a trainer's guide. Be sure that the material is the same as desired and rehearse-decide use-strategy.

b. **Prepare the Environment:** Before farmers can learn from any media presentation, they first have to be able to see it and hear it. Provide proper lighting, seating and volume control.

c. **Prepare the Audience:** Researches in educational psychology as well as practical experiences of teachers demonstrate that the learning is greatly enhanced when learners are prepared for the learning. To start the 'warmup' before video lesson, create mind set by reviewing previous study or prior knowledge. It has to make clear to the trainees as to how the video programme is going to fit into their universe. Create a feeling of 'need to know'. Define key concepts and stimulate curiosity by asking questions. Thus preparation has to be made well in advance for effective training. Specially designed notes, worksheets or illustrated materials may be distributed. If large amounts of new information are to be attained, give trainees some advance organisers' memory books on which they can hang the new ideas. Be sure to preview any new vocabulary needed.

### During the Play

**Present the material:** A well designed video presentation will call for frequent learners' participation. Be positive and respond well to the video programme because the attitude of trainer towards the material affects learners' learning from the media.

A trainer should position himself so that he can observe farmers' reactions. He should watch for clues indicating difficulties or boredom. Individual reactions

should be watched for its possible use in the follow-up discussions. If needed stop the video and discuss.

### **After the Play**

The reinforcement is very important and its importance increases if active participation was not explicitly built into the video programme. Farmers should be encouraged to generalise new knowledge and transfer it to real life applications. This can be done by discussions, question-answer sessions, panel discussions etc. Finally, trainees may practice it in field conditions if season and facilities permit. If trainees are not able to apply the skill they again watch the original programme or fellow trainee practicing it. Experts' feed-back on the trainees can be shown through video to the farmers for more or less complete perfection in that skill.

### **Evaluation & Feed-back**

Evaluation and feed-back should become part and parcel of video-based training. Continuous feed-back on different aspects of the programme be collected alongwith actions taken by the farmers after the training.

### **Video-Based Training Package**

Because video is not a consumerable medium and even its software can be preserved, reused and duplicated without much difficulty, it is better to prepare video-based training package which will make the learning process easier and more effective. The video-based package incorporating the instructional technology approach, will not only facilitate training for the trainers, but effective learning for the farmers also. The video based training package will consist of the following: (Thomas and Thomas, 1984)

**a. Trainer's guide:** A guide provides the plan and materials trainers will need to be more efficient. It also facilitates working for those who are less experienced in imparting training. Guide provides the rules and guidelines to organise a programme and also provides answers to the probable questions. It encourages the trainers to find local examples and exercises to add to the learning experience.

**b. Video content carrier:** Since it is difficult for the trainer to be a perfect teacher, we need supplementing materials and since most of the farmers are illiterate, the content is developed using a visual and symbolic flow that gradually steps up technical complexity. The visualised information and examples carried by video are broken into sub-lessons. The video portion of each sub-lesson should usually be of six minutes in duration.

c. **Learners exercise manual:** Visual and verbal preview and review of each sub-lesson is provided in a manual. This not only provides learners with material they can take home, it also eliminates the need for taking notes and passing out papers. The manual contains a segment for each sub-lesson. Each segment contains preview questions, major visuals used, summary of the verbal content, discussion questions (to clarify major objectives or procedures) and exercises to be worked on paper or simulators. It also includes supplementary materials and exercises as well as reference and progress.

If all these elements are developed, validated, produced and packaged, the objective of the video based training can be achieved successfully. This has proven over and over and has worked in almost any environment with almost any motivated leader.

### **Organisational and Institutional Framework**

One may rightly argue that farmers training centres may not possess the financial resources to purchase the equipment sufficient for integrating video component within their curricula. While this problem may be sorted out by occasionally hiring equipment and getting desired programmes produced, there are more serious issues, viz. the trainers of the farmers are not oriented to the science and art of andragogy. It will be too much to expect them to be skilled in production and utilization of video lessons. However, a beginning seems to be in the offing. The Ministry of Agriculture and Rural Development, Government of India has started training courses on video production and utilisation for agricultural extension workers. Given the current situation of interest (though superficial - born out of novelty) expressed by many farmers' training institutions by purchasing video cameras, VCRs in some places, and rarely editing systems, it does not look like a distant dream to use video in farmers' training. An array of Krishi Vigyan Kendras have sprung up as innovative training institutions for farmers. It is possible to form a network amongst them with the help of State Agricultural Universities for production and distribution of video lessons. It is worth-noting that some State Agricultural Universities already possess communication centres well equipped with video production infrastructure and the other ones are in the process of being established. Now, it is the question of training the trainers, users of video, which require more intensive effort and collaborative endeavour. However, even the available infrastructure for video production training in the country can cater to many true inservice needs of extension personnel.

Farmers' training as an educational enterprise has remained neglected and untouched, to a great extent, by the advances in educational technologies. Proliferation of new communication technology like video provides opportunities for

enhancing effectiveness as well as multiplying effects of farmers' training. Integrating video in farmers training requires understanding of the learning environment, learners' needs and background, trainers' capability and organisational and institutional framework. Video being a new medium, precise norms of production for instructional use with rural learners are not available. Taking cues from experiences abroad and researches in business training, some suggestions have been spelt out for the trainers. Much depends on the overall training package and utilization of video in actual training. The farmers training institutions are not ready right now to systematise the entire efforts on the push of a button, but some preliminary signals of readiness are evident. Farmers training is a critical input towards agricultural development. Investment made on this front will go a long way towards precious human resource development.

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## **Adult Education News**

### **Nehru, Tagore Literacy Awards for Sivadasan Pillai, Ramabahen**

The Nehru and Tagore Literacy Awards for 1994 have been awarded to Dr. K Sivadasan Pillai of Kerala and posthumously to Dr.(Smt.) Ramabahen Desai of Gujarat respectively.

The awards instituted by the Indian Adult Education Association are announced every year on the eve of the International Literacy Day to help the cause of eradication of illiteracy from the country and to inspire the literacy workers.

Dr. Pillai, Director, Centre for Adult, Continuing Education and Extension University of Kerala has been selected for Nehru Literacy Award for his outstanding contribution for development and promotion of adult and continuing education for over two decades. He has been closely associated with the library movement in Kerala as a college student and as a teacher under the auspices of the Kerala Grandasala Sangam. Dr. Pillai was first Secretary Incharge of Training and Research, KANFED(Kerala Association for Non-Formal Education and Development).

He has been instrumental in making over 60000 adult illiterates literate. Dr. Pillai has conducted action and applied researches on various issues of adult education. He has written extensively for the non-literates, neo-literates and the adult educators.

Dr. Pillai was advisor and resource person to the Total Literacy Campaign(TLC) in Kerala. He was the Chairman of the three member State level committee for selecting the best district, best coordinator/project officer for the Chief Minister's Trophy and visited all the 14 districts of the State and studied the achievements and pitfalls of the programme.

The eighth Tagore Literacy Award has been awarded to Dr.(Smt.) Ramabahen Desai, former Director, State Resource Centre, Gujarat Vidyapeeth, Ahmedabad for her pioneering role in the promotion of literacy among women. Dr. Ramabahen had done meritorious work in preparing need-based learning material for learners and follow-up material for neo-literates. She had edited monthly magazine 'Lok Jeevan'. She had also promoted adult education through electronic media. Many of her books for neo-literates had won the national awards. She was closely connected with the Total Literacy Campaign(TLC) in Gujarat and prepared motivational programmes for volunteers and the learners.

**Round Table on Role of NGO's in Total Literacy Campaigns:A Report**

The Indian Adult Education Association organised a Round Table discussion on the 'Role of NGOs in the Total Literacy Campaigns' at its headquarters in New Delhi on August 24, 1994. 40 delegates representing the Governmental, Non-governmental organisations, universities, colleges, DRU, (DIET) attended.

Inaugurating it, Shri HO Tewari, Director, Bureau of Adult Education, Department of Education, Ministry of Human Resource Development, Government of India said that through total literacy campaigns it had been possible to make literate large number of illiterates. The earlier approaches, he said, had not given the desired results and TLC would be the only approach in the eighth five year plan.

Shri Tewari said that TLC was not a government run programme. The volunteers, he said, were provided by the community and because of their support about five million volunteers were participating in the programme.

Talking about the role of Zila Saksharata Samity(ZSS), Shri Tewari said tht ZSS should not be taken as a government organisation as large number of non officials and social activists are associated with it. The set-up of ZSS, he said, was only for the sake of convenience and at certain places the chairman was a non-official and not the Collector. But the collector, he said, has a great role in mobilising resources - both men and material. Shri Tewari said that ZSS was only an umbrella organisation and many voluntary agencies in the area were associated with it. The ZSS, he said, at many places had adopted innovative methods developed by the voluntary agencies.

Voluntary agencies, he said, could undertake supplementary works like evaluation, research studies, training, continuing education etc. under the Total Literacy Campaigns.

Shri Tewari said tht the aim of National Literacy Mission was to impart functional literacy which include health, education, empowerment of women etc. in addition to literacy and numeracy. NGOs, he said, could play a vital role in strengthening the programme and by their participation it could become a movement.

Earlier, Shri JL Sachdeva, Director, IAEA in his welcome address said that some voluntary agencies had played a pioneering role in promoting literacy, adult education and continuing education in the country and they should be actively involved in the entire programme. Their meaningful involvement would enrich the entire programme, he opined.

Shri Tarlok Singh, former Member, Planning Commission said that voluntary organisations should provide cooperation in the total literacy campaigns because it was for the first time that the programme was being implemented at a national level. The voluntary agencies, he said, should pick up the areas of strength and organise some innovative programmes. He urged the voluntary agencies to mobilise the community on continuous basis and fill up the blanks in the TLC. However, he felt that voluntary agencies would have been more effective if they were assigned a particular area for achieving functional literacy rather than just associating with the ZSS.

Dr. Rajesh Tandon, President, Asian South Pacific Bureau of Adult Education and Chief Executive, Society for Participatory Research in Asia (PRIA), New Delhi in his address said that no sincere efforts had been made to solve the problems faced in the total literacy campaigns. He felt that involvement of districts collectors would not revolutionise the programme because of their over involvement with other important issues of the district. He said that in total literacy campaigns at many places teachers were being asked to impart literacy. How the teachers could work for adult education when they were not teaching in their own schools, he asked.

Dr. Tandon said that adult education should be made the agenda of the society in which business sector, trade unions, cooperatives and other should be actively involved. The eradication of illiteracy should receive the same priority as removal of poverty.

Dr. Tandon felt that major financial allocations in TLC Districts were being utilized in production of the IPCL primers and the implementation of the project at the field level was poor. He urged the Indian Adult Education Association to organise such Round Tables in different parts of the country so that voluntary agencies get involved in the programme which was very essential for its success.

Shri BS Garg, President, IAEA in his address said that voluntary agencies should be involved in this programme as a partner in letter and spirit. If both - governmental and non-governmental organisations work in close cooperation, the results would be better, he said.

Shri JR Jindal, President, Delhi Adult Education Association said that well established and committed voluntary organisations should be adequately supported by the government to undertake this programme.

Miss Surrinder Saini, Chairman, Delhi Social Welfare Advisory Board said that many voluntary agencies were working in different areas and it was high time to involve them in adult education work rather than creating new agencies for the purpose. She was of the opinion that both centre based and campaign approach should be used and dependence on only one would not give the desired results

Shri Prem Chand, Fellow, National Institute of Adult Education narrated his experiences of studies conducted for TLCs in the country.

Shri KC Choudhary, General Secretary, IAEA proposed a vote of thanks.

In the discussion which followed the following suggestions were made:

a) Voluntary agencies should be involved in environment building on a continuous basis so that the interest of volunteers and learners continue with the programme for its entire duration.

b) Non governmental agencies which have competence in organising training programme must be involved. The success of the programme would depend on a well organised training programme.

c) Incentives must be given to volunteers for their meaningful participation in the programme.

d) Voluntary agencies should be given the responsibility of monitoring and evaluation of the programme.

e) Voluntary agencies should prepare some innovative projects and seek financial assistance for their implementation from the Government of India and should not be tied down to only copy book rules.

### **UNESCO Literacy Prizes**

The UN Education, Scientific and Cultural Organisation (UNESCO) awarded its International Literacy prizes for 1994 to groups in Malawi, India and Tunisia.

Malawi's National Centre for Literacy and Adult Education, which has taught 646,500 people to read, 85 per cent of them women, won the \$15,000 International Reading prize.

The Loreto Day School in Sealda, India, part of the Roman Catholic Loreto Order's Network of Girls' Schools, won the Noma prize for its innovative reading programmes, such as child-to-child teaching in rural areas that has deeply cut into dropout rates.

The National Union of Tunisian Women won the King Sejong Literacy prize for helping improve women's status by cutting female dropout rates and creating reading programmes for the poor.

**I.A.E.A. BOOKS IN ENGLISH**

	<b>Rs.</b>	<b>US \$</b>
1. Directory of Adult Education Institutions in India (1993)	30.00	5.00
2. Development of Human Interests by Dharm Vir (1993)	40.00	4.00
3. A B C of Non-Formal Education by K.S. Pillai (1993)	40.00	4.00
4. Approaches to Total Literacy edited by BB Mohanty & J L Sachdeva (1992)	30.00	4.00
5. Each One Teach One--Laubach's Materials and Methods edited by S Y Shah (1991)	75.00	9.00
6. Strategies for Literacy in International Literacy Decade edited by J L Sachdeva (1990)	15.00	2.00
7. Adult Education - A People's Movement edited by J C Saxena & J L Sachdeva (1990)	50.00	6.00
8. Fifty Years of IJAE : Articles and their Authors compiled by J L Sachdeva and Subhash Dua (1990)	45.00	6.00
9. Mass Movement for Adult Education by B R Patil (1989)	30.00	4.00
10. People's Education by S R Mohsini (1989)	15.00	2.00
11. Adult Education : Some Reflections by B B Mohanty(1989)	25.00	3.00
12. Adult Education - A Focus for the Social Sciences by James A Draper (1989)	20.00	2.50
13. National Literacy Mission--Problems and Prospects edited by J C Saxena & J.L. Sachdeva (1989)	15.00	2.00
14. Adult Education Terminology by J L Sachdeva (1989)	7.00	1.00
15. Adult Education in Bihar by S Y Shah (1989)	20.00	2.50
16. Adult Education in South-East Asia by B S Garg (1987)	10.00	2.00
17. Popularising Science and Technology through Adult Education edited by J L Sachdeva (1987)	10.00	2.00
18. History of Adult Education in India by S C Dutta (1986)	60.00	10.00
19. Role of Adult Education and Mass Media for Civic Education edited by J C Saxena & J L Sachdeva (1986)	50.00	8.00
20. Literacy to Liberation edited by S C Dutta (1986)	60.00	10.00
21. Study of Relationship between the period of Learning and Level of Literacy and Reading Interests of Neo-Literates by Mushtaq Ahmad (1985)	40.00	7.00
22. Non- Formal Adult Education for Women edited by J L Sachdeva & Asha Vohra (1985)	10.00	2.00
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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 lifelong process. It directs its efforts towards accelerating adult education as 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 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 eminence.

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- Literacy for the Oppressed
- Radio Adult Literacy Programme for the Bhil Tribe
- Awareness and Participation of Neo-Literates in Development Programmes
- Continuing Education for Neo-Literates



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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 1500 and 2000 words; in exceptional cases, longer articles can be accepted. Mimeographed, Xeroxed or carbon copies of manuscripts will not be accepted. Manuscript 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.

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## **Editorial**

Our efforts by and large have been confined in imparting literacy education to the nonliterates. Providing literacy to adults is important to enable the community as whole, through a process of social change and increased confidence to effectively participate in national development. In fact, the entire effort thru' literacy is to ensure the participation of weaker sections in the process of development and decision-making. With the launching of Total Literacy Campaigns (TLCs), the literacy rate has been accelerated to a certain extent but still it seems that the target of Education for All by the year 2000 may not be achieved. In such circumstances it becomes essential that education of the educated is also taken care of in addition to the education of the nonliterates.

In the new economic policy structural adjustments are being made. This will put many out of jobs due to modernization and automation. In India this will have more impact because of rapid population growth. There may not be full time jobs for the unemployed people. Only highly skilled people will be in a position to retain their job or find a new job, if retrenched. In such a situation the role of adult educators become more important in providing continuing education and skill learning opportunities to the adults so that the unemployment situation does not go out of hand. Underemployment particularly in rural sector constitutes the largest group in the weaker sections of the society. Adult education should also provide skill development and income generating programmes for them also.

The Departments of Adult, Continuing Education and Extension in the Universities have to rise to the occasion to provide education and technical training so that jobs and self employment avenues are open to adults. NGOs will have also to shoulder this responsibility alongwith universities and other Government departments. The sooner we start working in this direction, the better it will be in the interest of the country. We have to act quickly and decisively.

K.K. Kak

## Planning and the Nonliterate Indian

“Wheels must turn steadily, but cannot turn untended. There must be men to tend them, men as steady as the wheels upon their axles, sane men, obedient men, stable in contentment.....well, progress is lovely, isn't it?” (Huxley 1958:28,67).

The Planning Commission was set up in March 1950 to propose “the most effective and balanced utilisation of the country’s resources” within the context of the Fundamental Rights and of the Directive Principles of State Policy, and of “the declared objective of the Government to promote a rapid rise in the standard of living of the people by efficient exploitation of the resources of the country, increasing production, and offering opportunities to all for employment in the service of the community”. For the British, we natives were a resource for their colonial expansion but, even in free India, human beings are “resources” to be “exploited” for the advancement of the “nation” and, by definition, the planning

process advises on the most efficient means of exploitation. The interests of a nation are, of course, identified by its rulers and, not surprisingly, the world over, national interests coincide with the interests of the ruling elite - as Vijayan (1993) says, "the state is people who are more equal..."

To what extent is this true for adult education in our country? Anil Bordia, writes after his retirement as Education Secretary "policy pronouncements, official documents and numerous statements in Parliament notwithstanding, the Indian elite, in fact, has little concern for the education of the deprived sections of society" and he acknowledges some truth in Myron Weiner's claim of the denial of basic education to the rural poor so that the elite can maintain its privileges (Bordia 1993a). This essay is an analysis of the eight major Plans to highlight the extent of their concern for adult literacy as reflective of the official attitude, and to see the extent to which rhetoric matches reality. It follows a study (Kak 1993) that shows that policy proposers in independent India have attitudes indistinguishable from those of their colonial forebears. The Planning Commission is, however, a considerably weightier and more authoritative institution than those policy committees and subcommittees, and what it says becomes in fact what should be done (and, of course, as is common in officialdom, those who propose in the Commission often become those who implement in the Ministries, and vice versa).

### **The First Plan**

In the Introduction the only reference to education is a very brief one to technical education. The first chapter ("the problem of development") mentions "the right to education" in a discussion on the "economic and social aspects of planning", but literacy is not stated to be one of the "determinants of economic development". However, in considering "investment, income and economic development in India", the Commission expresses its belief that "idle manpower and the spare hours of those partially employed can be canalised into a nation-wide programme of developmental activity" which includes, in this order, "the digging of canals, repair and renovation of tanks, construction of roads, bridges, and bunds, in rural housing, in improvement of sanitation, [and] the imparting of elementary education and technical training". Education (and health) is an investment yielding "larger returns" in the "development effort" and "rising standards of living will also be characterized by greater demand for the secondary essentials of life like education and health facilities, travel, entertainment, etc."

The second chapter ("objectives, techniques and priorities in planning") in a discussion on "institutional and structural factors in development" sees improvement in health, sanitation, and education going along with the building of "a big production machine" and with a reference to "the problem of unemployment...among the educated classes" comes the realization that unemployed nonliterate are, in a

popular phrase, "idle manpower". The remainder of this chapter (including "the pattern of priorities") is silent about adult literacy. The fourth chapter, an outline of the Plan, allocates Rs.152 crores for "education", and from the fourteenth chapter begins special mention of education. It proposes a National Extension Service and, in language that presages the Friesian concept of concientization, says that

extension is a continuous process designed to make the rural people aware of their problems, and indicating to them ways and means by which they can solve them. It thus involves not only education of the rural people in determining their problems and the methods of solving them, but also inspiring them towards positive action in doing so.

The extension service will also take on "the education of the cultivators, so that they may practice scientific agriculture" (ch. 18.71). There will also be a community development programme with "education" as one of its "main lines of activity" because "it has been realized that the full development of a community cannot be achieved without a strong educational base, alike for men and women", and this base is apparently in "social education". Chapter 23 on "education" opens by noting that

education is of basic importance in the planned development of a nation....In a democratic set up, the role of education becomes crucial, since it can function effectively only if there is an intelligent participation of the masses in the affairs of the country.....It is essential for the successful implementation of the Plan that the educational programme helps to train the people to place responsibilities before rights and to keep the self-regarding outlook and the force of the acquisitive instinct within legitimate bounds.

This is social education, which is explained more clearly as literacy, together with instruction regarding "the health, recreation and home life of the adults, their economic life and citizenship training". It "implies an all-comprehensive programme of community uplift through community action" and is intended to "build up a self-reliant nation". Moreover, where so many are illiterate, democracy will not take root until a progressive programme of primary education trains up a generation fit to undertake its responsibilities....At the national level, priorities in the programme of social education should be determined by the overall national priorities, thereby not only winning for it the enthusiasm and support of the country at large but also making it directly productive, as it would enable the human factor to respond fully to the national plans of development.....To make everybody literate and give him in addition, a veneer of social education in the larger sense of the term,

the Commission requires an average annual expenditure of Rs.27 crores for ten years, though in this Plan a little over only Rs.3 crores annually is "visualised" (ch.

23.51,53). The “everybody” in practice appears to be 30% of the people (incl. 10% of women) in the age group 14 to 40 (ch. 23.12(3), and a “veneer of social education in the larger sense of the term” appears to be that

the social education approach must permeate all programmes of State aid to the people. That is to say that before any programme of State aid is launched the people should be so educated in regard to it that their instinct to help themselves is fully aroused and they are anxious to receive the programme and do their utmost in the execution of it....the forces of friendship and goodwill released by one activity, immediately recognized by the villagers as good or pleasant, can be utilized for winning their co-operation for activities requiring more strenuous effort or the usefulness of which is not so immediately apparent to them.

In addition to this Pavlovian behavioral response, villagers must be provided with “healthy recreation” and be taught how to live as citizens of a modern democratic State (ch. 23.54, 57, 59).

## **The Second Plan**

Tribute is paid in the Introduction to the vision of the First Plan which

ended in March 1956. Its approach and outlook are part of our common thinking. It has laid the foundation for achieving the socialist pattern of society - a social and economic order based upon the values of freedom and democracy, without class and privilege, in which there will a sustainable rise in employment and production and the largest measure of social justice attainable.

The Second Plan must “carry forward the process initiated in the first plan period” (ch. 1.1.2) and in the “key factors of development” has no doubt whatever

that the most important single factor in promoting economic development is the community’s readiness to develop and apply modern technology to processes of production.... Underdevelopment is essentially a consequence of insufficient technological progress (ch. 1.1.9).

There is not a word on literacy as a key factor in development nor, in the second chapter in its section on “reduction in inequalities” is there mention of literacy. The third chapter (“the Plan in outline”) considers only formal education, and the fifth chapter has a discussion on the educated unemployed. That the “uneducated” unemployed remain “idle manpower” is evident in the sixth chapter - “an under-developed economy has large resources in manpower which are not being fully utilised. These resources have to be used for creating permanent assets”. Neither in the listing of the functions of the village panchayat (ch. 7.12) nor among

the “main constituents of a district plan” (ch. 7.23) is there a word about adult literacy, though ch. 11.5 does say that 25 000 adult education centres have been opened “which have imparted literacy to 773,000 adults” (during the First Plan?). Chapter 23 on “education” has a page on “social education” which is a summary of the social education ideology of the earlier Plan, and while the allocation for such education is Rs.5 crores (stated to be the same as in the First Plan) there is no specific data for adult literacy other than that one sentence in ch. 11.

### **The Third Plan**

The socialist pattern of society that ostensibly framed the Second Plan becomes in the Third Plan what is called “a good life” for “the masses of the Indian people” (ch. 1.1.1). Poverty is for the first time called a curse, and the cause of social and economic ills. Education is a “social service” (on par with health, sanitation, water supply, and housing) and its “development” assists towards “equal opportunities” as is claimed to be so in “advanced countries”. However, nowhere in the entire first chapter (“objectives of planned development”), in the third (“ten years of planning”), the fourth (“approach to the Third Five Year Plan”), or the fifth (“the Third Plan in Outline”) is there a word about adult literacy. In the tenth chapter (“employment and manpower”) there is the usual reference to “educated unemployed” as against “labour force” or “rural manpower”. Finally, the twenty-ninth chapter, specifically on education, continues the silence on the education of nonliterate adults.

### **The Fourth Plan**

“Planning in India was intended, in the words of the Government Resolution of [15] March 1950 [by which the Planning Commission was set up], ‘to promote a rapid rise in the standard of living of the people by efficient exploitation of the resources of the country, increasing production, and offering opportunities to all for employment in the service of the community’” (ch. 13).

The eight-page preface repeats this as the programme for the Plan and “the emphasis is squarely on areas that have hitherto suffered from neglect”. Education in general and adult literacy in particular do not in the preface feature as neglected areas. The first chapter (“aims and objectives of planning”) quotes in full Constitution Articles 45 (free and compulsory schooling) and 46 (the promotion of the educational and economic interests of the weaker sections) and, even while admitting failure in fulfilling the former but patting itself for “the impressive increase in school enrolment”, is silent about the promotion of the educational interests of nonliterate adults that is included in the latter Article. In its “general approach to Fourth Plan” there is no reference to the education of nonliterate adults in the section on “social justice and equality”, only a passing reference in the

problems of the scheduled tribes and castes, and no reference again in the problems of weaker producers, landless labour, or in the provision of social services generally. Social justice is stated to follow economic growth controlled by the "purposive intervention of the State" (ch. 1.II.32, 46), yet there is not a word about the education of nonliterate adults in all the 30 pages of "the long term perspective" considered in the second chapter of the Plan, and statistical data in Tables 1, 3, and 7 ignores nonliterate adults as a separate category. Even in the sixteenth chapter ("education and manpower") which opens stating that a "suitably oriented system of education can facilitate and promote social change and contribute to economic growth, not only by training skilled manpower for specific tasks of development but, what is perhaps even more important, by creating the requisite attitudes and climate", there is no mention of adult literacy in the "approach" to "programmes of importance" in this sector of the Plan. The paragraph later that deals with adult literacy (ch. 16.22) commends the pilot project approach and, other than coverage expected of one million adult farmers under the Farmers' Education and Functional Literacy programmes, no adult literacy figures are given in this Plan, nor is there anything concerning adult literacy in the chapters on "social welfare" and "welfare and development of backward classes".

### **The Fifth Plan**

There is one sentence on non-formal education referring to the renewal of "existing programmes" in the chapter on education. That is all.

### **The Sixth Plan**

The first chapter ("development performance") identifies four signposts showing the way to the socialistic good life of the earlier Plans - growth, modernization, self-reliance, and social justice. Of these, the first two are of the economy; the third, of the nation; and the last is concerned with the poor. The third chapter ("objectives and strategy of the Sixth Five Year Plan") lists ten objectives together with "major areas of effort". There is no reference to literacy except that, in the tenth objective, "appropriate education" will be used for "promoting the active involvement of all sections of the people in the process of development" (ch. 3.9). However, the chapter on education does have three paragraphs on adult education - the focus is on the 15-35 age group, the aim is "raising the level of productivity in the economy", and the primary means is "techniracy" (sic) (ch. 21.22, 23). Messages of health and the biology of reproduction will be part of adult education (ch. 22.70) and the total Central allocation specifically for adult education is Rs.60 crores (Table 2.2).

## **The Seventh Plan**

“Bold initiatives” are announced towards “the people’s material, cultural and spiritual fulfilment.....Outlays for human resource development have been substantially increased” and “the longer term strategy seeks, by the year 2000, to virtually eliminate poverty and illiteracy” (pp.vi, ix). “Education, in all its aspects, and people’s participation....hold the key to rapid and sustained social and economic advance” (ch. 1.35); “by the year 2000, illiteracy would be eliminated” - this, it is stated, had been anticipated in the Sixth Plan too (chs. 2.87; 10.10, 22,37), and “adult literacy programmes will be pursued with the objective of covering all illiterates in the age-group 15-35 by 1990” (ch. 3.49). Educated people are instruments of progress (ch. 10.1-2) and there will be “new mass movement programmes of adult education” (ch. 10.38), for which the Central plan allocation will be Rs.130 crores (annexure 10.4).

## **The Eighth Plan**

Reiterated is the emphasis of the earlier plan on “human development”. As the Foreword says, this is “the core of all development effort. It is only healthy and educated people who can contribute to human well being.” In this Plan too, “eradication of illiteracy” is a priority and while, “in the process of development, people must operate and the Government must cooperate....the provision of the basic elements [including education], which help development of human capital, will remain the primary responsibility of the government” (p.iii; ch. 1.4.4). Education is an investment in the process of development (ch. 1.4.10) and 100% literacy in the age-group 15-35 years is a target of this Plan (ch. 1.4.12) though the section on “protecting the weak and the left-behind” (ch. 1.4.22) makes no mention of adult women but only of more girls receiving elementary education. “We have to plan and structure the system of education to cultivate necessary calibre, skills and value systems” (ch. 1.5.5) but, in elaborating on the “long term development perspective” towards “the objectives of fulfilling the social and human aspirations of the people, meeting the essential requirements of living, raising income levels and improving their quality of life”, it is, as in the Second Plan, again technology that is “the most important factor” among the “long term conditions of growth” (ch. 2.1.1, 2.2.1). Literacy does feature in “the social development perspective”, and while the increase in the overall literacy rate from 16.7% in 1951 to 36.2% in 1981 is described as “a considerable improvement”, it is acknowledged that “this is still a poor showing for 30 years of planning” (ch. 2.4.2).

Chapter 11 (“education, culture and sports”) in the second volume of the Plan says that

it is now universally acknowledged that the goal of Plan efforts is human

development, of which human resource development is a necessary prerequisite. Education is the catalytic factor, which leads to human resource development comprising better health and nutrition, improved socio-economic opportunities and more congenial and beneficial natural environment for all.....Although the country has not so far achieved the goals of universalisation of adult education (UAE) and universalisation of elementary education (UEE) and eradication of adult illiteracy (EAI), the 1991 census reveals a literacy rate of over 52 percent, with a higher rate of growth for female literacy. This is highly encouraging and the country can hope to achieve the broader goals of 'Education for All' (EFA) by 2000 A.D. which has incidentally received international recognition at the world conference on EFA held at Jomtien in March, 1990. The commitment of the Government to the National Policy on Education (NPE), implemented from 1986-87 onwards and received in 1990, has been reaffirmed with revised formulation in respect of a few paras, placed before the Parliament on 7-5-1992. On the eve of Eighth Plan, therefore, the country is poised to make a real breakthrough in achieving its long-cherished educational goals as well as in supporting the drive for higher rate of economic growth (ch. 11.1.1)

The NPE and the Programme Of Action (POA) envisaged that the Adult Education Programme (AEP) would cover 4 crore illiterates by 1990 and another 6 crores by 1995. With the launching of the National Literacy Mission (NLM) in 1988, the targets were reformulated and strategies recast. Accordingly, 3 crore illiterates were expected to be covered by 1990 and 5 crores by 1995. While Rural Functional Literacy Programme (RFLP), the post-literacy the teaching-learning process were modified, new strategies like area-specific and time-bound approach to achieve 100 percent total literacy (TL), massive participation of non-governmental organisations (NGOs) and students and effective utilisation of traditional and folk theatre forms in literacy work were evolved. By 1991-92, the post-literacy programme was institutionalised in the form of 32,000 Jan Shikshan Nilayams (JSN). Apart from the introduction of Improved Pace and Content of Learning (IPCL) method, which reduced the duration of learning from 500 to 200 hours, technology demonstration programmes were initiated in 42 selected districts. The scheme of Shramik Vidyapeeths (SVs) was reviewed, suggesting a need for expansion. The number of State Resource Centres (SRCs) increased from 19 to 20 ... (ch. 11.1.6).

Area-specific and time-bound mass campaigns for TL first launched in Kottayam town and Ernakulam district in Kerala in 1989 with the active participation of students and voluntary agencies have been extended to other districts. By March 1992, twentyfive districts had achieved total literacy (in the sense of 85 percent literacy) and TL campaigns were at different stages of progress in 80 districts...covering over 3 crore illiterates with the help of about 30 lakh volunteers" (ch. 11.1.7).

### Discussion

1) The Plan ideology for adult education - The rhetoric about literacy/education increases in each Plan - why this is so is not apparent in the Plans themselves. From the First Plan, education is related to the "development effort", but it is a "secondary essential", evidently intended to socialize ignorant, crude and greedy villagers ("fools and goofs", notwithstanding Mishra 1992:58; see Kak 1993:7) into the refinements and delights of modern living, and the subtleties of the democratic State, and to eagerly and anxiously working in the programmes designed for them by their sophisticated welwishers who have already made it to the good life. The Second Plan continues this ideology - literacy is still not considered a "primary essential" but literate people are necessary to work the land and the factories for the benefit of the nation. The Third Plan discovers poverty (and hence the poor) as the cause of our social and economic problems, and a hindrance to our enjoyment of the good life. With the "advanced countries" as our social model, it becomes even more important to seduce the nonliterate with our vision and version of the good life (Ravindranath 1993; Kumar 1993a, 1993b), lest our enjoyment of it be disturbed by them. That the good life in such a model is highly exploitative and inequitable (Kak 1990) is not a reality with which we wish to confront ourselves, and that we are unserious that nonliterate partake of it too is apparent from the silence on adult nonliteracy in the rest of this Plan, the Fourth Plan, and the Fifth. A sentence in the Fourth is telling - "the efficient exploitation of the resources of the country...in the service of the community" - and when official policy considers humans as resources, and the community, as experience shows, is really the elite in it, there can be no doubt that adult nonliterate are objects, not subjects, of official planning. The Sixth Plan, in proposing "appropriate education...[for] development" hearkens back to the socialising process of the First Plan. In the Seventh and Eighth Plans, planners consider themselves responsible for the "material, cultural and spiritual fulfilment" of the presumably benighted Indian people, evidently through capitalising them to be invested in for Development.

2) The Plan mythology for adult education - No elaborate content analysis is necessary to establish that the need for adult education as expressed in the Plans follows the instrumentalist approach which "views literacy as meeting the basic reading demand of an industrialized society" (Macedo 193:190). This is an ingredient of the recipe for "development" - a recipe sharply critiqued, among others, by Alvares (1992) - and, for adult education, its "dominating knowledge" (Marglin and Marglin 1990) was brought (like the concept of human capital) into India from the West, substituting and destroying the indigenous nationalist goal of literacy as a human and an egalitarian endeavour (Shukla 1991:2195).

3) Planning for adult education as a technical exercise - The Second and Eighth Plans recognize technology as the key to "development". This is an undertone in other Plans too, and technologism is an essential feature of the NLM (Kak 1993:10) as well as of the paradigm of Development. The "elimination of adult literacy" has been a Plan goal from the Sixth Plan. The Seventh Plan set 2000 as the target date, with all nonliterates in the age-group 15-35 to be covered by 1990. The Eighth Plan is more ambitious, with Education For All to be achieved by 2000 A.D., and full literacy in the age-group 15-35 by 1995 - though the Delhi Declaration of the EFA Summit 1993 effectively obliterated any target date. The NLMA quantifies total literacy as a coverage of 80 million in that age group by 1995 (down from 100 million of the NPE).

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## **Literacy for the Oppressed**

Development has a purpose and that purpose is liberation of Man. According to Julius Nyerere "Development is for man, by man and of man. The same is true of education". Education provides the instruments for liberation from ignorance and oppression. As such, literacy as a qualitative attribute of the population, is one of the most important indicators of the socio-economic and political development of a society. It is a major component of the human resource development and is thus basic to any programme of social and economic development. In recent years, there has been a growing realisation among policy makers and planners that development would never become self-sustaining unless it is accompanied by corresponding changes in the attitudes, values, knowledge, and skills of the people as a whole and that the only way this change can be accomplished is through education.

National and International researches have also established that there is a close relationship between literacy and other indicators of quality of life. This shows that in countries where illiteracy is high, (i) per capita income is low, (ii) infant mortality rate is high, (iii) under nourishment is very serious problem, (iv) life expectancy is low, (v) communicable diseases are wide spread, and (vi) number of persons below poverty line is high. It is, therefore, evident that adult education and development are inextricably linked with each other.

In fact, literacy is both the cause and effect of development. In a developing country, such as ours, the largest resources that it can command at any given time is its manpower. A literate society can usher in progress and prosperity quickly.

In 1995, in developing countries taken as whole, one adult out of three will be illiterate. Behind this simple ratio, according to UNESCO estimates are nearly 921 million illiterate men and women in developing countries not to mention large number of functional illiterates in developed countries. These global figures, which reveal the magnitude of the problem of illiteracy in the world, disguise in fact great disparities. India is no exception. Due to persistent efforts both by central and state governments, while the percentage of illiteracy has declined, but the number of illiterates continued to grow. It was only in 1991 census the number of literates were more than the number of illiterates.

Long before attainment of freedom our national leaders envisaged the significance of relationship between education and social development. Leaders like Dadabai Naroji and G.K. Gokhle tried to impress on British Government that education is a government's responsibility. Later on, Mahatma Gandhi who was an epitome of the spirit of general Indian masses made still clear the relevance and necessity of education for the society.

In spite of the fact that India has huge complex of 174 recognised universities (including institutions deemed universities), 10 institutions of National importance, 35 Boards of Inter Secondary Education, 49 Research institutions, over 11498 affiliated colleges, 72959 secondary/High, 1,46,636 Middle/Senior Basic and 5.5 lac primary schools and more than a million students with Government expenditure of more than Rs.7800/- crores per annum, it has not so far been possible to achieve the goal of universal elementary education of all children upto the age of 14 years as enshrined in our Constitution.

Linkages between population size and quality of life parameters are becoming increasingly evident both globally and nationally. Most developing countries have viewed unplanned population growth as detrimental to developmental activities in general and the quality of life of the people in particular.

Unplanned growth of population contrasted with dwindling natural resources gives rise to fears of survival crises, to recognition for better management resources, and, voluntary control over fertility behaviours. Similarly, many interdisciplinary studies point out that linkages between population growth and poverty are very strong particularly in developing countries. Converting the masses into assets from liability aspects is an arduous task, due to variety of socio-economic constraints.

The parameters of inequality in the Indian situation are many. these can be economic (rich and poor or people with and without resources), sex-based (male and female), geographical (rural, tribal and urban) demographic (small versus large size of the population at various levels of societal organization) and caste specific. The nature of inequality is quite complex and takes in its fold economic, social and cultural dimensions. Inequality in case of Scheduled Castes/Scheduled Tribes has further been accentuated by continuing denial of educational and other facilities over a long span of time. The low socio-economic status of such castes caught in the vicious cycle of isolation from the main-stream of growth has tended to perpetuate itself to the extent that it has set in a kind of psychological morass in these people.

India's population of 84.6 crore (1991 census) can be broadly classified into two major castes - high castes and low castes. Among the low castes, there are two main dominant groups - Scheduled Castes (13.8 Crore) and Scheduled Tribes (6.7 Crore). The lists of Scheduled Castes revised in 1956 as per Scheduled Castes and Scheduled Tribes lists (modification) order 1956, reveal that a particular community in one state may be declared as Scheduled Caste/Scheduled Tribe where as it may not have that status in another state.

The Scheduled Castes/Scheduled Tribes constitute the 'Core' among the weaker section in India. The main distinguishing characteristics of Scheduled Castes/Scheduled Tribes are their rurality, illiteracy, economic backwardness and

social retardation (low status and disabilities etc.). The vicious cycle of poverty, backwardness and absence of facilities of modernization, of traditional skills or acquisition of new skills continues to slacken the pace of their vertical socio-economic mobility. The mean age of marriage of women is 18.7 years. A vast majority of poor people still perceive children as assets in financial and other terms. There is universal desire among them to have atleast one or two male children and unless they are blessed with male children, they go on producing children and on an average a Scheduled Caste/Scheduled Tribe couple has 4 to 5 children.

Nationally, India is passing through a demographic crisis marked by a fairly high fertility and moderate mortality with live birth rate of 33 per 1000 and death rate around 12 per 1000. The infant mortality rate (IMR) in India is estimated at 104 per 1000 live births.

A number of factors are responsible for the growth of population and illiteracy among the scheduled castes/scheduled tribes. Some of them in brief are enumerated below:

- Literacy rate among the scheduled caste is 39.22 per cent (Male 52.6 per cent and Female 24.15 per cent) and scheduled tribe is 29.60 per cent (Male 40.65 per cent and Female 18.19 per cent). This high illiteracy rate among this section of society is the prime cause for their ignorance, belief in superstitions and large families.
- Economic backwardness of Scheduled Castes/Scheduled Tribes is another reason for increase in their population. Poor parents cannot afford to give proper education to their wards and this process has been continuing since time immemorial and may continue, till the economic conditions of this segment are salvaged. Low and uncertain regular income deprives them also to avail of medical facilities and other methods clinical or otherwise to control the size of their families. Since, they cannot provide their children traditional and technical education, they in turn cannot get remunerative jobs. Consequently, the offsprings of most of the illiterate rural Scheduled Caste population work on contract with landlords or do other menial jobs. The old dictum that more hands more money is still favoured by them.
- Customs and traditions play a major role in determining the age at marriage of their children and accordingly they prefer to marry their children at an early age.
- Apathy and concern regarding the efforts on health and religious belief are some of the major inhibitors to the adoption of various contraception.

- Medical facilities in urban areas are accessible and are being increasingly utilised. However, in the rural areas these services are not available. Since majority of Scheduled Caste/Scheduled Tribe population lives in rural areas, it is deprived of these medical facilities.

- The programme of population education which enables the learners to know the probable causes of population growth for themselves and for their communities has not been given due place in school curriculum.

- Media plays a vital role in creating awareness about small family norms and quality of life, but a report of survey conducted recently reveals that 90% Scheduled Castes/Scheduled Tribes people do not have access to T.V.'s programmes as they don't have the capacity to purchase even small black and white T.Vs.

- All Commission reports and all policy documents have talked loudly of strengthening primary education, but tragically, the provision for elementary and primary education has gradually been going down - from 56% in the First Plan to 29% in the Seventh Plan as against the tremendous increase in the outlay for higher education from 18% in the First Plan to 48% in the Eighth Plan.

- Educational surveys reveal that about two lakhs habitations out of about nine lakh are still without any primary schools. Nearly 40% primary schools do not have proper accommodation and blackboards, and about 60% have not drinking water facilities for children. Only about 20% primary schools in the country have a full quota of teachers i.e. one teacher for every class of 30-40 students. About 30% schools have only one teacher for each school. Even today there are about 3000 primary schools in the country with no teachers at all.

There is no motivation for the children and for their parents. The small mercies in the shape of free education, free books and some stationery items and perhaps the pittance of a free meal, "generously" provided at some places, have not been able to stimulate a desire to learn. However, the fact remains that the benefits of education have not yet reached the deserving people, and, there is no motivation to learn. No education programme can succeed unless the desire to learn is rooted in the conscience of the learner and in the conscience of the parents.

The drop-out rate is again very high. Out of 100 children enrolled in the first class hardly 39 reach the fifth class. A very large number of children leave their schools only after the first year of joining. Reasons for not joining school and high drop-out rates among the females are that the girls are called upon to do household jobs like looking after their infant brothers/sisters, cooking and taking the food for their parents.

- The High/Middle class schools are generally situated at a distance of 2/3 k.m. from the villages of school going female children. The rural society, being highly orthodox one, do not allow their female wards to travel this distance to join middle or high schools. Another factor which demotivates the parents from sending their wards to school is compulsory wearing of uniforms and fees of few paise (for Red Cross, Building Funds & for Student Welfare). Because of utter poverty, most of the parents cannot afford to pay for the uniforms and fees.

- The co-educational school system especially at middle and high level in rural areas is yet another factor resented to by the ruralities.

- Illiteracy of parents is major hinderance for not sending their wards to school.

- Literacy level among the males in the rural areas is quite low. As such, the parents who have got their female wards educated, faced much difficulty, in getting suitable educated bridegrooms for their daughters and this has further dampened their spirits to get their female wards educated.

- In the rural areas everybody in the family (male & female do manual labour). Educated female feel shy to do manual jobs in their own homes or in the homes of their in-laws when married, thereby putting the parents in a very difficult position.

- Girl child is also regarded as liability by the parents, because of the dowry, they will have to pay at her marriage. They, therefore, instead of investing money on her development, prefer to save this money for payment of dowry.

- Like any other traditional society, the rural people have different attitudes for male and female child and from her very birth, a girl child is considered as "Parayee" (for somebody's else) and, therefore, any investment in her education and development is considered as waste.

To eradicate illiteracy from India, various approaches - Centre based approach, Each one teach one approach and Area Development Approach were implemented, but these approaches fell short of the targets. The 21st Annual Report of the World Literacy Jury was presented on the International Literacy Day 1988 marked by a commixture of a sense of anxiety and urgency. The sense of anxiety stemmed from the fact that the number of illiterates is still disturbingly large. The sense of urgency stemmed from the fact that time is not on our side in this fight against illiteracy, as we would, in accordance with the decisions of UNESCO's General Conference and Executive Board like to enter the 21st century as an illiteracy free world.

As such, with a determined will to make India literate and to remove the stigma of illiteracy, it thought of mass literacy campaign which had been successful in host of countries like China, Burma, Cuba, Brazil and Tanzania etc.

The analysis of these campaigns reveal some common tenets which helped in the eradication of illiteracy from these countries. These were social and political commitment of the governments, commitment of these countries to particular ideologies and role of leaders like Nyerere in Tanzania, Castro in Cuba, Mao Tse-tung in China and Gen. Ne Win in Burma. India's total literacy campaign has been successfully implemented in the state of Kerala and Union Territory of Pondicherry and is a future hope for total literacy. India is a vast country with different religions, languages, races, cultures and customs and therefore, for the education of the masses, only one approach will not be sufficient but multi dimensional approach and host of other measures are also simultaneously required.

We, therefore, feel that there is an urgency to change the inhuman conditions of living of millions of poor who also happen to be illiterates. All concerned people need to join hands to take on the challenge, but the challenge we feel is not just eradication of illiteracy. This is only a part of the challenge. In fact the real challenge is to help the poor, oppressed, illiterate not so much to read and understand the word but to read, understand and control their WORLD through word. They have to be helped to learn to master not just the three R's but their actual lives. They have to be helped to acquire the necessary analytical skills to understand the fast changing realities of life. they must feel that they do not have to continue to accept and adjust to conditions of inhumanity and indignity. They must acquire the desire and power to change their own lives, to make their own destiny as we cannot afford to build two nations within the same territorial boundaries - one rich and educated and the other poor and illiterate. We, therefore, believe that there is a need for consciousness raising campaigns, for campaigns to remove hunger, malnutrition and exploitation. Literacy work should be an integral part of these campaigns. It can be a vehicle to carry these objectives forward.

Drop out rate at primary stage is very high as out of every 100 children admitted in 1st class only 45 pass Vth class. If we implement the concept of compulsory education and find out modus operandi to check the drop out rate, the problem of illiteracy can be solved to great extent in the very near future.

One of the major objectives of the post-literacy and follow up has to be continuous reinforcement of literacy skills to prevent relapses, its further development is to enable the neo-literates to put them into practice in various life situations leading to habit formation of reading and writing. Building of awareness on all aspects related to the life of neo-literates should be achieved along with development of reading and writing skills and through other means available. It is, therefore, suggested while approving the Total Literacy Programme for district, the

programme of Post-literacy be also approved, so that after achieving the target of literacy, the programme of post literacy is implemented forthwith.

Another serious drawback in the literacy programme is that much emphasis has been laid on the supply side, but little efforts have been made to generate demand for literacy among the illiterate masses. Mere Jathas and nukkad nataks will not generate demand for literacy. The pity is that the people do not always recognize their self-interests. Many a human need, they have not learned to feel. They do not demand literacy as they do not demand more food but adapt to hunger and malnutrition. They do not demand literacy as they do not demand immunization for their children but let them die untimely deaths. Leaders of peoples must incite new social demands. Leadership must fashion new social needs. Leadership must teach new motivation, including motivations for literacy. The programme of literacy be linked with income oriented programmes and greater stress be laid on the role of media.

Another important drawback in our endeavour for removing illiteracy is the inadequacy of Government resources. Outlay on education is still - 3.8 per cent of G.N.P. The minimum, experts have prescribed is six percent. Unless non-government resources are harnessed for the purpose our attempts cannot be crowned with success. Voluntary agencies have to play a significant role in this direction. Eradication of illiteracy in our vast country is a gigantic task and various agencies should come forward to take the challenge.

The school programmes and practices that are in vogue today are not related to the life, needs and aspirations of our people. This has led to a high percentage of wastage and stagnation, and to a vast army of educated unemployed persons. The rigidity in the school-timing, vacations, single point entry and sequential character contributes to wastage and stagnation is a large measure. Ignorance and poverty like two points in a vicious circle result in utter degradation, lethargy and inertia. Social superstitions, natural barriers and psychological inhibitions have their high tools of illiteracy.

The Panchayati Raj Act aimed at transferring power to the people became operational from 23rd April, 1994 (73 amendment of the Constitution was passed on 23rd April, 1993 by the Parliament). The objectives of the Act were to place more and more powers in the hands of the rural people so that they could determine their own destiny. The act would decentralize execution of all kinds of developmental activities with effective participation of people especially the weaker sections and women. The Panchayats may, therefore, henceforth play an active role in enrolment of boys and girls of age six and above in schools, to check the drop out rate and to see that schools do not remain without teachers. They should also actively participate in adult literacy particularly among women.

We have also not been able to harness the energy of our educated youth for this cause and the concept of voluntary service has not yielded required dividends. As such literacy programme be made a part of the curriculum for university, college, secondary and school level and adult education as a new emerging discipline be encouraged and nurtured.

Research in adult education is another area which hitherto remained neglected. With a view to bringing about improvement and effectiveness in adult education, it is essential to encourage research in this discipline at the university level.

The last but not the least, the commitment and role of leaders with mass following are the key to the success of literacy programme in any country. As envisaged by the NPE, 1986 and through the modalities it outlined, the nation as a whole, should assume responsibility of providing the resource support for education. The logical corollary of this proposition is that ethos of cost-effectiveness and accountability should permeate every part of the education system.

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## **A Study of Certain Factors Relating to the Achievement in Literacy**

The massive adult education programme launched throughout the country on October 2, 1978 was aimed at eradicating illiteracy in the age group 15-35 years. Special priority was accorded to SC, ST and women. The success of adult education programme depends on the achievement made by the illiterates in learning literacy. A study of literacy achievement made by the illiterates and the factors associated in this process helps the policy framers and trainers to identify the bottlenecks and obstacles if any and to redesign the teaching learning process so as to achieve maximum desired results. Further, it also helps the field functionaries to identify and to lay special attention to the aspects which has bearing on the literacy learning. Keeping in view of the above, the present investigation was formulated to identify the impact of learners characteristics viz., age, sex, caste, income and attendance on the achievement in reading, writing, arithmetic and in total literacy.

A number of evaluation studies have been conducted by different investigators at different phases of the programme to investigate into the problems and to improve the programme.

Pestonjee and Others (1981), Madras Institute of Development Studies (1993 and 1985), Pillai (1990), Nilima, Mitra and Vanjour (1983), Aikara (1984), Aikara and Henriques (1982), Ganguli, Pathak and Mirza (1983), Nilima and Mitra (1983), Harihar and Rao (1982), Manoharlal and Mishra (1982) are some of the important evaluation studies. Further, investigators like Seth, Mridula (1982), Rao, K.R. (1981), Pillai (1987), Reddy, P.A. (1992) and Sivarajan, N.K. (1983) have studied the various aspects of the adult education programme. Khajapeer (1978) and Venkataiah (1977) studied the factors relating to the academic performance of the FFLP participants and impact of the FFLP on the participants in the Andhra Pradesh respectively.

The above review clearly indicates that not many attempts have been made to evaluate the learning outcomes and the factors associated with it. Hence, the present investigation was formulated with the following objectives:

## **I. Objectives of the Study**

1. To find out whether the selected variables of the participants viz., sex, age, caste, income and attendance have any relationship with their achievement in reading, writing, arithmetic and in total literacy.

2. To find out whether there is any significant difference between the mean achievement scores in reading, writing, arithmetic and in total literacy obtained by-

- i) Male and female participants,
- ii) Participants belonging to different age groups,
- iii) Forward, backward and scheduled caste participants,
- iv) Participants belonging to different income groups,
- v) Participants having different levels of attendance.

## **II. Hypothesis**

In the light of the above objectives, the following hypothesis were formulated:

1. There is no significant relationship between the selected characteristics of the participants and their achievement in reading, writing, arithmetic and total literacy.

2. There is no significant difference between the mean achievement scores of men and women participants in respect of reading, writing, arithmetic and in total literacy.

3. There is no significant difference between the mean achievement scores obtained in reading, writing, arithmetic and in total literacy by the participants belonging to different age groups

4. There is no significant difference between the mean achievement scores obtained in reading, writing, arithmetic and in total literacy by the participants belonging to different caste groups.

5. There is no significant difference between the mean achievement scores obtained in reading, writing, arithmetic and in total literacy by the participants belonging to different income groups.

6. There is no significant difference between the mean achievement scores of different groups of participants obtained in reading, writing, arithmetic and in total literacy by the participants belonging to different levels of attendance groups.

### **III. Methodology**

#### **1. Tool Used**

For the purpose of the present study, an achievement test in literacy based on the Government of India guidelines (1984) were developed. The test consisted three sub-tests viz., reading, writing and arithmetic and 38, 38 and 24 marks were assigned to the tests respectively. In the reading test five components were included viz., reading of letters, words, sentences, paras and numbers. For written test also, there were five sub-questions viz., writing of letters, words, sentences, para and numbers. The arithmetic test consisted of four sub-questions viz., addition, deduction, multiplication and division. The total achievement test consists of the above three sub-sects.

#### **2. Locale of the Study**

Sri Venkateswara University has organized 623 adult education centres in the five districts viz., Chittoor, Cuddapah, Kurnool, Anantapur and Nellore through its 48 affiliated colleges by involving college students as adult education instructors during the year 1986-87. For the purpose of the present study, 48 affiliated colleges located in different districts of the Rayalaseema was selected as study area.

#### **3. Sample**

Out of the 623 adult education centres, 60 adult education centres were selected randomly. Out of this, 300 adult participants were selected randomly as the sample of the present study.

#### **4. Collection of Data**

A good rapport with the selected participants as sample was established and each individual was administered the literacy test which includes three sub-tests viz., reading, writing and arithmetic separately. The personal information of the learners viz., age, sex, income, caste and attendance etc. were also collected in the prescribed form.

#### **5. Scoring**

One mark was awarded for all the words read and written correctly under the question words and sentences. Under the question para reading and writing, half mark was awarded to each word for reading and writing correctly. Under numbers, one mark was awarded for reading and writing a number correctly. Further, one mark each was awarded for doing addition and subtraction correctly. Two marks were awarded for the correct multiplication and division respectively. The total test was conducted for 100 marks.

### **IV. Analysis of the Data**

Chi-square values were calculated to study the relationship between the

selected variables of the participants and their achievements in reading, writing, arithmetic and in total literacy. 't' test and ANOVA test were employed to find out the differences in reading, writing, arithmetic and in total literacy scores belonging to different groups of participants.

## V. Findings

### 1. Sample Characteristics:

Out of the 300 sample, men and women participants represented equally. Further, the selected sample were also categorised according to age, caste, income and attendance.

Only around 22 per cent of the sample selected were above 31 years and majority of them were younger in terms of age. According to caste, an equal number of the forward, backward and scheduled castes were represented in the sample. Only one-fourth of the sample were having more than Rs.4000/- as their income and around 48 per cent of the sample were having less than two thousand rupees income and rest of the samples income is between two to four thousand per annum. When attendance was taken into consideration, two-thirds of them were having average attendance, 17 per cent of them were poor in their attendance and only 16 per cent of them were regular attenders to the adult education centres.

**Table 1**  
**Distribution of the Participants in respect of selected variables**

Sl. No.	Variable	Groups	Frequency	Percentage
1.	Sex	Men	150	50.00
		Women	150	50.00
2.	Age	Below 20 years (Young)	109	36.33
		21-30 years (Middle)	126	42.00
		31 and above (Elders)	65	21.67
3.	Caste	Forward caste (FC)	100	33.33
		Backward caste (BC)	100	33.33
		SC and ST	100	33.33
4.	Income	Below Rs.2000/- p.a.	123	47.66
		Rs.2001 to 4000	101	33.67
		Rs.4001 and above	76	25.33
5.	Attendance	Below 146 days	51	17.00
		147 to 198 days	205	68.33
		199 and above	44	15.67

## 2. Relationship between the Selected characteristics of Participants and their achievement in Literacy

A glance at the table 2 clearly demonstrate a close relationship between the sex and attendance of the learners with their achievement in reading, writing, arithmetic and in total literacy. It also shows that achievement in reading is closely related to the sex, caste, age, income level and attendance of the learners. On the other hand achievement in writing is only related to the sex, income and attendance of the learners. Achievement in arithmetic demonstrates significant relationship with sex, caste and attendance of the learners but not with the age and income of the learners. The variable income of the learners does not exhibit significant relationship with achievement scores of the total literacy test but sex, caste, age and attendance of the learners are found to be closely related. Hence, the hypothesis "There is no significant relationship between the selected characteristics of the participants and their achievement in reading, writing, arithmetic and in total literacy" is accepted for the characters caste and age in case of writing, age and income in case of arithmetic and income in case of total literacy as the chi-square values obtained are not significant. The hypothesis is rejected in case of the association of other variables with achievement.

### i) Sex vs. Achievement in Literacy

The results presented in table 3, discloses that the difference between men and women in respect of reading, writing, arithmetic and in total literacy is significant. Hence the hypothesis, "There is no significant difference between the mean achievement socres of men and women participants in respect of reading, writing, arithmetic and in total literacy" is rejected. Further the trend of the mean achievement scores clearly demonstrates that women learners have proved to be better scorers than the men learners.

**Table 2**

**Distribution of Chi-square values in respect of the Selected variables of the learners and achievement scores**

Sl. No.	Variables	DF	Reading	Writing	Arithmetic	Total Literates
1	Sex	2	18.46@@	12.63@@	7.43@@	11.24@@
2	Caste	4	22.21@@	2.11@	16.24@@	25.24@@
3	Age	4	28.04@@	9.22@	2.90@	18.29@@
4	Income	4	19.57@@	11.46@@	3.64@	7.94@
5	Attendance	4	39.65@@	40.19@@	84.63@@	77.52@@

@@ = Significant at 0.01 level

@ = Not significant

**Table 3**

**Mean, SD and 't' values obtained by men, women learners in reading, writing, arithmetic and total literacy**

Sl. No.	Test	Mean (N = 150)		Women (N = 150)		
		Mean	SD	Mean	SD	't'
1	Reading	22.47	8.05	25.98	9.37	10.89@@
2	Writing	21.25	7.08	25.48	8.39	13.18@@
3	Arithmetic	16.56	7.08	19.50	5.05	10.35@@
4	Literacy	60.33	17.53	70.82	19.62	21.11@@

@@ = Significant at 0.01 level

#### ii) Age vs. Achievement in Literacy

The results of the ANOVA test (Table 4) between different age-groups of the participants indicates that they do differ in their achievement in reading and writing. However, the results also indicated that there is no significant difference among the different age groups in arithmetic and total literacy as obtained 'F' value is insignificant. However, the trend of the obtained mean achievement scores reveals that participants in the younger age group have obtained more marks in reading, writing and in total literacy and elders have obtained more in arithmetic in comparison to other groups. In view of the above the hypothesis, "There is no significant difference between the mean achievement scores obtained in reading, writing, arithmetic and in total literacy by the participants belonging to different age groups" is rejected in case of reading and writing. On the other hand, hypothesis was accepted in case of arithmetic and total literacy.

#### iii) Caste vs. Achievement in Literacy

The obtained 'F' values between different caste groups in their achievement in reading, writing, arithmetic and in total literacy reveals that the differences are significant in case of reading, writing and in total literacy. The trend of the mean achievement scores discloses that the participants belonging to SC/ST group have achieved more in case of reading, arithmetic and in total literacy, whereas the FC participants have achieved more in writing test. Hence, the hypothesis, "There is no significant difference between mean achievement scores obtained in reading, writing, arithmetic and in total literacy by the participants belonging to different caste groups" is rejected in case of reading, writing and in total literacy and accepted in case of arithmetic.

#### iv) Income vs. Achievement in Literacy

The results presented in table 4 shows that the difference between the mean achievement scores obtained by the participants belonging to different income groups are significantly different only in case of reading but not in case of writing, arithmetic and total literacy. The trend of the obtained mean achievement scores reveals that middle income group of participants have obtained more mean achievement score in case of reading, arithmetic and in total literacy. Whereas in case of writing, participants belongs to low income group have obtained more achievement score.

Hence the hypothesis, "There is no significant difference between the mean achievement scores obtained in reading, writing, arithmetic and in total literacy by the participants belonging to different income groups" is accepted in case of writing, arithmetic and in total literacy and is rejected in case of reading test.

**Table 4**

**Mean achievement scores obtained by different groups of learners  
in reading, writing, arithmetic and total literacy and their  
respective 'F' values**

Variable	Group	N	Reading		Writing		Arithmetic		Literacy	
			Mean	F	Mean	F	Mean	F	Mean	F
Age	Young	109	26.98		25.05		18.15		66.88	
	Middle	126	23.53	6.66**	22.43	6.94*	15.86	3.27@	66.52	2.12@
	Elder	65	21.62		21.98		18.21		61.31	
Caste	FC	100	25.95		24.22		17.18		61.09	
	BC	100	20.71	14.41**	21.84	4.01*	16.21	1.07@@	59.08	9.08*
	SC/ST	100	26.45		23.79		18.23		70.18	
	Poor	122	24.13		23.82		16.50		66.52	
Income	Middle	106	26.07	4.19*	23.39	1.59@	18.31	1.57@	66.96	1.92@
	High	72	22.78		22.14		16.78		61.32	
	Poor	51	21.80		23.49		13.90		59.19	
Attendance	Average	205	24.37	4.82*	22.12	19.26**	17.37	8.40**	63.87	1.92@
	Regular	44	27.32		28.38		20.25		75.95	

@ Not-significant      \* Significant at 0.05 level      \*\* Significant at 0.01 level

v) Attendance vs. Achievement in Literacy

The obtained mean achievement scores and calculated 'F' values presented in table 4 reveals that the participants belonging to different levels of attendance groups differ significantly in their mean achievement scores in reading, writing and arithmetic. Hence the hypothesis, "There is no significant difference between the mean achievement scores obtained in reading, writing, arithmetic and in total literacy by the participants belonging to different levels of attendance groups" is rejected in case of reading, writing and arithmetic. Whereas the hypothesis is accepted in case of total literacy as the calculated 'F' value is insignificant. However, the obtained trend of the mean achievement scores reveals that, participants belonging to regular attendants group have obtained more mean achievement score than the other groups in all the tests.

**VI. Conclusion**

The success of the Adult Education Programme lies in its achievement in making illiterates as literates and also the quality of the literacy learned by its participants. The results of the investigation clearly demonstrates that the sex, caste,

age, income and attendance of the participants are related to the literacy achievement. The results of the reading test indicates that young SC and ST, middle income group and regular attenders have an edge over other groups in their achievement scores. The analysis of the writing test scores shows that young, forward, less income and regular attenders groups have fared well. The elders, SC and ST, middle income and regular attenders groups have scored high in arithmetic test. The total literacy test scores revealed that young, SC and ST, middle income and regular attenders groups have proved as better scorers. In view of the above, it can be concluded that the programme is a success both in terms of utilization of the programme by the target groups viz., women, SC and ST and youth and their success in learning literacy.

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D. Sai Sujatha  
G. Brahmananda Reddy

## **Knowledge, Attitude and Practice of Family Planning : A Comparative Study of Adult Literates and Illiterates**

Literacy is a plausible variable which is having a definite impact on the adoption of family planning. Ignorance due to the lack of education is an obvious factor leading to opposition of family planning programmes. The level of educational attainment also increases the knowledge of family planning techniques. Education apparently also helps to foster positive attitudes. Michael (1973) reported that more educated couples select more effective contraceptive techniques. Hence, in this study an attempt has been made to know the Knowledge, Attitude and Practice (KAP) of family planning methods by controlling the education of the respondents. The study was conducted in the rural areas of Chittoor district, Andhra Pradesh. A multistage random sampling design was used in collecting the sample. A total of 300 adult women consisting of 165 illiterates and 135 literates were selected. The data was collected using a questionnaire schedule through interview processes. Different variables relating to KAP of family planning namely knowledge about various methods, sources of communication, intra-spouse communication, attitude towards family planning, adoption of family planning, reasons for non-adoption, intention to adopt in future were discussed in this paper.

### **RESULTS AND DISCUSSION**

#### **Knowledge about Family Planning**

Table 1 presents the knowledge of the respondents about various family planning methods for both illiterates and literates. 69 per cent of illiterates and about three fourths of literates know about the permanent methods and only 13.9 per cent of illiterates and 22 per cent of literates know about the temporary or spacing methods. A minor proportion of literates (3%) and 17 per cent of illiterates were not aware about any of the family planning methods. The data shows that knowledge about family planning methods was prevailing more among literates than illiterates.

**Table 1**  
**Per cent Distribution of Knowledge about F.P. Methods**

<b>Knowledge about F.P. Methods</b>	<b>Illiterates</b>	<b>Literates</b>	<b>Total</b>
Not known	17.0 (28)	3.0 (4)	10.0 (32)
Permanent methods	69.0 (114)	75.0 (101)	72.0 (215)
Spacing	14.0 (23)	22.0 (30)	18.0 (53)
<b>Total</b>	<b>100.0</b> <b>(165)</b>	<b>100.0</b> <b>(135)</b>	<b>100.0</b> <b>(300)</b>

The information about various sources of communication on family planning was discussed in Table 2. The data reveals that main source of communication for the illiterates (83%) was through the interpersonal sources like neighbours, friends, relatives and other internal sources, whereas for majority of literates (76.3%) the main source of information was through newspapers, radio, films, television and other sources.

**Table 2**  
**Percentage Distribution of Source of Communication**

<b>Source of commu- nication</b>	<b>Illiterates</b>	<b>Literates</b>	<b>Total</b>
Mass Media	17.0 (28)	70.3 (103)	46.7 (121)
Interpersonal	83.0 (137)	29.7 (32)	53.3 (169)
<b>Total</b>	<b>100.0</b> <b>(165)</b>	<b>100.0</b> <b>(135)</b>	<b>100.0</b> <b>(300)</b>

### **Intra-spouse Communication**

Intra-spouse communication is one of the significant factors influencing decisions either in favour or against the adoption of contraception. A significant proportion of literates (74.8%) had discussions with their spouses as against one third (33.9%) of illiterates. Positive association existed between the extent of intra-spouse communication and the literacy (Table No.3). A major proportion (66%) of illiterates and a quarter (25%) of literates said that they did not discuss with their spouses about the family planning methods.

**Table 3**  
**Percentage Distribution of Intraspouse Communication**  
**about Family Planning**

<b>Spousal discussion</b>	<b>Illiterates</b>	<b>Literates</b>	<b>Total</b>
Discussed	33.9 (56)	74.8 (101)	52.3 (157)
Not discussed	66.1 (109)	25.2 (34)	47.7 (143)
<b>Total</b>	<b>100.0</b> <b>(165)</b>	<b>100.0</b> <b>(135)</b>	<b>100.0</b> <b>(300)</b>

### **Attitude**

The attitude of respondents regarding family planning was discussed in the Table No.4. one third (36.3%) of illiterates and a higher proportion (65.9%) of literates were having a favourable attitude towards family planning. On the other hand nearly half of the illiterates (50%) as against a minor proportion (14%) of literates had an unfavourable attitude towards family planning acceptance. This shows that literates with more exposure were having much positive attitude on family planning than the illiterates.

**Table 4**  
**Percentage distribution of Attitude towards F.P.**

Attitude	Illiterates	Literates	Total
Unfavourable	50.9 (84)	14.0 (19)	32.5 (103)
Undecided	12.7 (21)	12.5 (17)	12.6 (38)
Favourable	36.4 (60)	73.5 (99)	54.9 (159)
<b>Total</b>	<b>100.0</b> <b>(165)</b>	<b>100.0</b> <b>(135)</b>	<b>100.0</b> <b>(300)</b>

### Practice

Contraceptive use was significantly higher among the literates than illiterates (Table No.5). About 80 per cent of literates were currently using one or the other methods of family planning as against only 21 per cent of illiterates. Whereas more than three fourths (78%) of illiterates were not practising any family planning method at present as against only 19 per cent of literates. As educational level increases, the knowledge about adoption of contraception will be increased and attempts to have small family will be achieved. This shows that literacy has a definite impact on the practice of family planning.

**Table 5**  
**Percentage distribution of Practice/Adoption of F.P.**

Practice	Illiterates	Literates	Total
Adoption	21.8 (36)	80.7 (109)	48.3 (145)
Non-adoption	78.2 (129)	19.3 (26)	51.7 (155)
<b>Total</b>	<b>100.0</b> <b>(165)</b>	<b>100.0</b> <b>(135)</b>	<b>100.0</b> <b>(300)</b>

Similarly reasons for the non-adoption of family planning was probed among the respondents. Table No.6 reveals that 45.7 per cent of illiterates have not practised family planning due to fear of side effects after the adoption, where as a major proportion (57.7%) of literates have not adopted family planning as they want still more number of children. A minor proportion of both groups not practised family planning due to other reasons, which include sin to practice contraception, failure of contraception, fear about sexual satisfaction etc.

**Table 6**  
**Percentage distribution of reasons for non-adoption of F.P.**

<b>Reason for non-adoption</b>	<b>Illiterates</b>	<b>Literates</b>	<b>Total</b>
Like to have more children	36.5 (47)	57.7 (15)	47.1 (62)
Fear of side effects after adoption	45.7 (59)	23.0 (6)	34.3 (65)
Fear of infant mortality	12.4 (16)	11.6 (3)	12.0 (19)
Other reasons	5.4 (7)	7.7 (2)	6.6 (9)
<b>Total</b>	<b>100.0</b> <b>(165)</b>	<b>100.0</b> <b>(135)</b>	<b>100.0</b> <b>(300)</b>

Table No.7 reveals that 63.5 per cent of illiterates were not willing to adopt family planning in future as against a very minor proportion (7.7%) of literates. A greater proportion (92.3%) of literates want to adopt family planning in future. This is due to the reason that most of the literates have not completed their family size and after attaining the desired number of children they want to adopt family planning.

**Table 7**  
**Percentage distribution of Intention to adopt**  
**Family Planning in Future**

<b>Future intention to adopt F.P.</b>	<b>Illiterates</b>	<b>Literates</b>	<b>Total</b>
No	63.5 (82)	7.7 (2)	35.6 (84)
Yes	36.5 (47)	92.3 (24)	64.4 (71)
<b>Total</b>	<b>100.0</b> <b>(129)</b>	<b>100.0</b> <b>(26)</b>	<b>100.0</b> <b>(155)</b>

### Summary and Implications

The findings of the study has shown that literacy has a definite positive impact on the KAP of family planning. Though knowledge about permanent methods was known to both illiterates and literates, the knowledge about spacing methods was more among the literates than illiterates. Mass media was found to be the main source of communication for literates as against inter-personal source of communication for the illiterates. Literates were having more intraspouse communication than illiterates. Literate adults were having more favourable opinion regarding family planning than the illiterates, practice of family planning was more among the literate adults than illiterates. Fear of side effects after the adoption was the main reason for the non-adoption among illiterates as against incomplete family size by the literates. More number of illiterates are not willing to accept family planning in future as against a very few proportion of literates. On the whole a very clear and strong association existed between literacy and knowledge, attitude and practice (KAP) of family planning.

Education has emerged as an important determining force in the adoption of family planning. Hence, there is an urgent need to educate the rural adults through various adult education programmes. The adult illiterates who had no opportunity to attend the schools should be educated to fight against the ignorance and misconceptions about family planning methods. Efforts should be made to educate the people about the advantages of various spacing methods. Communication for providing information and on advantages need to be furnished through multiple

channels and if possible, through as many credible channels as possible. Mass media should also become the main source of communication for the illiterates and wide publicity should be given to family planning programmes. It is the duty of the adult educators to see that population education and family planning should be included in the awareness component of the adult education programmes. Intra-spouse communication which facilitates favourable decision towards family planning was very less among the illiterates. Hence, efforts should be made to develop intra-spouse communication through the involvement of eligible couples together in IEC programmes. As the fear of after effects on health is one of the reasons by the illiterates for the non-adoption, there is an urgent need for taking follow up actions on social and psychological support in order to arrest rumours and necessary efforts have to be made to check the spread of wrong information about family planning. Besides this, through various extension programmes and through mass literacy programmes eligible couples should be educated about various aspects of better quality of life. Various voluntary organisations (NGO's), social workers, teachers, students and the audio-visual media must take up the challenge of educating those who had no opportunity to attend the schools. On the whole it must become a mass movement to bring the behavioural change among the adult illiterates.

Mahipal Bhuriya

## **Nai Pahal : Maakni Radio Adult Literacy Programme for the Bhil Tribe**

The Bhils are one of the largest and at the same time one of the backward tribes in India. Only recently they got sufficient attention and consideration in the development plans of the Government of India. The radio literacy project, organised on an experimental basis by the Directorate of Adult Education (DAE) is but one of the examples of the same. This recent experiment in adult literacy is named NAI PAHAL, literally meaning 'New initiative'. This new radio adult literacy programme is being carried out from eight radio stations in India, such as Indore, Ranchi, Delhi, Agra, Patna, Lucknow, Jaipur and Bikaner etc. The All India Radio Station at Indore is specially selected to broadcast the radio literacy programme in Bhili for the Bhils in Western India, mainly in the district of Jhabua, in Madhya Pradesh.

Madhya Pradesh has a considerably large tribal population. In Jhabua and Dhar districts the larger bulk of the population is mainly the Bhils who once upon a time had some sort of supremacy and ruled the land in their own capacity of chieftainship of kingship. In the last few centuries they have lost it in the hands of the major forces in Western India. Since today they have lost their resources, they live in utter poverty and misery. Against the background the development programmes envisaged by the Government of India are appropriate and contextual also.

The Bhils of Madhya Pradesh have several regional or internal differences based on sanskritisation, geographical variation, cultural and historical differences, literacy, economic development, migration, etc. Consequently the Bhili dialects too vary from one region to the other while basically remaining similar in some case. According to the different types of Bhilis spoken the Bhils too are known accordingly such as Malvi, Palvadi, Rathia, Bhagoria, etc. The Bhili which is selected for the transmission of radio literacy programme is spoken in Jhabua, Thandla, Petlavad, Ranapur, Rajgarh areas of these two districts. But the actual areas where it is understood and can be spoken if standardised is larger than this and it even transcends the state of Madhya Pradesh and goes beyond as far as Rajasthan and Gujarat. Among all these the lingua franca will be Hindi of course. The area where the present Bhili is spoken can be called the ocre region of the

Bhils, today where they have common myths, folktales, legends, proverbs, riddles, charms and other forms of sayings. The Bhils of Maharashtra, even though they slightly differ in their cultural, psychological, and other characteristics, are more or less similar to the rest of the bulk population of the Bhils. Even though the Bhils of Maharashtra have lived for centuries away from the Bhils of Jhabua, yet the Bhils of Jhabua did have contact with the Bhils of Dhule in Maharashtra. In all they are more than 50 types of Bhils with their dialects.

The maximum rate of literacy today in the district of Jhabua is slightly more than 12% and in the district of Dhar it is little more than 11%. The reasons why the Bhils are being yet illiterate, even though they have lived in close vicinity with the Hindu population, are rooted in their archaic culture. This is today due to their adherence to the folklore which does not allow them to develop their cultural and social change in a speedy manner. Even some of the Hindu customs which they have acquired from their Hindu brethren in the plains, they have not yet been fully assimilated in their own culture. In informal interviews they have portrayed the image of cultured persons though not literate on the strict sense of the word.

The presentation of literacy programme was well planned and prepared to cope this situation in mind. The results have not come up as whether they have been able to acquire functional literacy at all that is reading, writing and calculating. But certainly a segment of the dormant and illiterate population of the country is waking up.

Let us review briefly what are the elements which are bringing conscientization and dynamism among the illiterate Bhil masses, which will ultimately lead them towards the community development.

### **The Planning of the Radio Literacy Programme**

Together with DAE, All India Radio (AIR), National Council of Educational Research and Training (NCERT), UNICEF India, Technology Mission, the Department of Linguistic of the Delhi University, the State Resource Centres of states concerned, and the rest of the state governmental machinery responsible for the adult education in the district of Jhabua and Dhar districts of Madhya Pradesh were responsible for Bhili programme. AIR Indore was entrusted with the preparation and broadcasting of the programme of Nai Pahal (Makani) in Bhili. The author of this paper was invited as the honorary consultant.

In total there are 26 lessons in Bhili. From the Bhili sounds 18 lessons were prepared; after the 18th lesson the students of the Radio Adult Literacy were made to read, write, speak and calculate in Hindi, in a simplified manner. Similarly another experiment was conducted in Nagpuria dialect in Chotanagpur from AIR

Ranchi. It is surprising that sounds of the nagpuria language get exhausted already on the 9th lesson, whereas Bhili continues even after the 18th lesson. This is an indication that Bhili has more sounds of its own. One of the main purpose of the experiment is to try and find out a learner based educational method by which the Government can help the tribals as well as other less literate peoples of India to participate in the developmental programmes.

### **The Mode of Presentation of the Radio Adult Literacy**

It is believed that by nature tribals are not keen on the literacy programmes, especially in adult literacy and yet there is a need felt at least on the part of the Central Government that the Bhils and the other tribes who form nearly 7% of the total population of India should be equipped with some skill to participate in the developmental and other programmes of the country. Many governmental and private agencies are at work, but the results in many parts of the country are far from being satisfactory.

What are the specialities of the adult literacy programme for the Bhils presented in the form of NAI PAHAL? We shall briefly enumerate them here.

### **Bhili is the Main Source of Attraction**

At first the language of the Bhils did not get social sanction as a media of communication in the cultural milieu. Like any other ethnic group the Bhils love their language. Idiosyncratically I have observed and experienced that Bhili is a unique and potent language pregnant with meaning and ambiguity. The audience of the programmes and the learners have developed a love for the programmes primarily due to the tribal idiom, namely Bhili.

### **Folk Style**

If the programmes are made according to the tribal perception and communicated to them through their folk communication style which makes appeal to them, then we have a tool for bringing awareness through their own way of media. Thus the case of NAI PAHAL. Under this consideration several aspects of the Bhil culture are integrated in the programme and communicated to the audience in the Bhili folk style through AIR Indore.

### **The Folk Music of the Bhils**

The musical notes of the Bhil music are limited in number, they are not more than three and a half to four, at the maximum. On the saptak (octave) of Indian

classical music it may range from SA to MA (C to F). Bhili folk music is comparatively spontaneous and authentic in expression. The episodes of the programme are appealing to the folk audience thus motivating them for the purpose for which it is being broadcast. In this programme the core literacy and drama themes are narrated and communicated through music.

### **Bhili Phonemes and Morphemes**

The most frequently occurring sounds in Bhili and other languages are as follows: a, aa, pa, o, ga, ja, na, etc. With these sounds the first words which were coined are pani aayo (rain came) gajin ayo (came thunderingly). Rain is the first prerequisite need of the Bhils since they are cultivators by profession. The coming down of rain in the Bhil land is the most joyous event in their life. Like this the rest of the lessons follow..... We also find the linguistic parallelism in other languages of North India giving clues for the linguistic unification through the availability of common sounds prevalent in the different languages.

### **Laya or Rhyme**

The words and the phrases of the core literacy programme presented through the laya or rhyme which was tremendous appeal to the Bhils. The core literacy lessons were presented to the audience in a simple manner through music and laya or rhyme. Since the core literacy lessons correspond to their folk tunes it was easy to grasp and also retain them in their memory.

### **Anchor**

Since the Bhils are traditional by nature they are less innovative and adventurous for a new experience. Their music is also rudimentary. The Bhils do not respond so well to modern music as others do. But to their own cultural symbols they easily respond. In this programme the cultural symbols of the Bhils were judiciously selected and presented in a systematic manner to animate them even when they are tired after the day's work.

One main sound to which they responded most was the sound of kurrtrrrrrr.... habobbobobobo the out-breathing, namely habobobobob... and immediately afterwards there was the sound of beating the Bhil drum. This helped them to become once again active and alive at the end of the day when they were exhausted by the day activities.

### **Some Observations**

Nai Pahal also known as Makani among the Bhils, is an innovation in the field

of adult literacy. The gadgets, namely tape recorder with radio, two in one and the audio cassettes supplied could be of better quality. The instructor did not have the competency to use them skillfully. Most villages of Jhabua and Dhar already have electricity. In such a case an alternative should have been provided for an electric eliminator which would only complement battery cells. Considering the investment in terms of man and money, it would be worthwhile to utilise the programme for the rest of the Bhil areas who are familiar with Bhili in the districts like Ratlam, Panchmahal, Banswara etc. Thus a maximum number of the Bhils could benefit with little added effort. As far as the script of the core literacy is concerned it is good, and the perception of the Bhils can be later evaluated also. But in the case of drama, some improvement should be made. Initially the dramas should be written originally in Bhili by a Bhil himself so that these programmes really catch the Bhils interest, captiviting and retaining their attention all the time of the performance.

Nai Pahal (Makani) has created a social awakening. Besides making the Bhil folk aware of the functional literacy needs, Nai Pahal has also strongly protested against the social order, etc. How much core literacy is actually being perceived and practiced is yet to be seen in the process of Radio literacy course in Bhili, but certainly a new wave of conscientization is visible which was not seen earlier.

O P Sharma

## **Continuing Education for Neo-Literates**

### **Introduction**

All over the world efforts are being made towards eliminating illiteracy, which is considered as an impediment to their development efforts, and a national disgrace. Our country is also exploring all possible mechanisms and channels to achieve the lofty goal of universalization of basic education. National Literacy Mission (NLM), launched in India in 1988 has adopted Total Literacy Campaign (TLC) mode to eliminate illiteracy from India. It mobilized educated youth and adults, administrators, media, political parties, voluntary organizations to campaign and provide in literacy. According to the latest data available, the campaign was carried out in 267 districts in different parts of the country. As a result of TLC more than 38 million illiterate adults and children of age group above 7 years have been declared neo-literates against the target of 90 million neo-literates by the end of present century.

Another massive movement, non-formal education (NFE) has also been providing education to the children in the age group 9-14 and rehabilitating them into the regular schools. In 1992-93, 6.8 million children were enrolled in 2.7 lakh non-formal education centres. But, due to some socio-economic problems many of them are not able to rejoin the schools in the regular scheme. There are many more early-school drop-outs or others which need to be provided with a learning continuum. Otherwise, they may revert into illiteracy and thus, all the efforts made by government or other agencies to eliminate illiteracy will go as a waste. However, in a few states where total literacy has been achieved, Post Literacy Campaign (PCL) has started to check the relapse into illiteracy. But, in my opinion only PLC is not a substitute for continuing education. Continuing education means a special type of education through which the neo-literates could rejoin the formal or open schooling system to upgrade their educational qualification too.

### **Who are Neo-literates?**

As a result of successful TLC or NFE efforts millions of people have been made literates. These newly made literates who have got basic skills of literacy and numeracy lies in the category of neo-literates. Group of neo-literates comprises of out-of-school young people and adults, early-school drop-outs, children in the age group 9-14 years and the NFE drop-outs who have gained the knowledge of reading, writing and basic computation.

Specially, the street children, working children, nomads and all types of handicapped learners, and children and adults in reform centres or homes including the girl and women constitute the largest school drop-outs. Therefore a special attention need to be given to such group of learners.

### **What is Continuing Education?**

Continuing education is a need based education for educationally and economically deprived without interrupting their economic activities. It has been defined and understood in various ways. According to Dr. Madhuri Shah, the former chairman of UGC, there are five aspects of continuing education : substitute education, complementary education, prolongation of education, further education, and individual development of every person. The definition adopted by British University Grants Committee states, "Any form of education....both vocation and general that is resumed after an interval following the end of continuous initial education." According to Pillai, "Continuing education is an indispensable component of the strategy of human resource development and of the goal of creation of a learning society". In fact achievement of basic literacy is not an end in itself. It is an entry point of the world of information and communication.

In real sense the aim of continuing education programme should not be only to consolidate the basic literacy skills of speaking, reading, writing, numeracy and problem solving but also it should provide them regular stream of education either through formal system of schooling or through open school system. At the same time continuing education should transform the learner into an educated whole community able to participate actively and productively in a nation's process of development.

### **Objectives of Continuing Education for Neo-literates**

Besides formulating various activities for the retention, upgradation and application of literacy skills to make literacy an instrument for overall development the basic objectives of the continuing education for neo-literates are to:

- help people to harness their potentials in solving their problems and to improve the quality of their life.
- encourage them to develop a sense of oneness to enable them to be able to self help as it is the best help.
- enable them to demand a better share in the social scheme of things.
- retain and upgrade the literacy and numeracy skills achieved by them.

- develop self confidence and self esteem in them.
- encourage them to safeguard their rights and interests including their due share in the benefits arising out of development programmes and to utilize them properly.
- help them to join hands in the main stream in creating social assets.
- develop vocational skills among neo-literates and to motivate them towards self-employment.
- develop skills and strategies to increase their earning capacity.
- bring forth the hidden talents, expertise and folk art forms and other skills of neo-literates.
- reduce the gap between people and government machinery.
- create awareness among neo-literates on the subjects/issues like legal aid, gender equity, small family, immunisation, savings, health and hygiene, environment and economic activities etc.
- impart knowledge and skills regarding health, nutrition and child development aspects.
- motivate and encourage them in spreading health care messages.
- equip women with scientific knowledge about child rearing, food and nutrition and by inculcating some useful skills in them.

### **Proposed Curriculum Outlines**

In order to achieve the above stated objectives of continuing education, the curriculum and instructional material should be developed keeping in mind the diversity of learning needs of the neo-literates belonging to various cultural, linguistic and rural-urban setting. Special focus should be on girl and women, socially disadvantaged groups, street children, working children, children in reform centres, handicapped learners. Many learners may be adults while others may be children whose life experiences have made them more mature than others of their age groups. Hence openness should be the cornerstone of material development. The gender perspective should also be kept in view while developing the material. The materials should incorporate the examples to show gender sensitivity and equity.

Since the curriculum need be equivalent to the formal school curriculum, therefore all the subject areas like languages, mathematics, environmental studies including both science and social science should be covered in the curriculum. In language course, besides the lessons on prose and poetry, adequate learning exercises should be incorporated on the topics from agriculture, horticulture, home science, health and nutrition, social and environmental issues, scientific developments and others that are directly related to the life of the learners.

In mathematics also the curriculum and material should be based on the various day to day situations faced by the learner so as to make learning an enriching and practical experience.

The environmental science should consist of both science and social sciences. It should be aimed to develop competencies relating to the interaction between human beings and their environment, India's composite culture, understanding of our civic affairs as well as an understanding of physical sciences. The lessons should be prepared based on their daily life related activities which may develop a scientific temper and a spirit of enquiry in the mind of the learner.

At last, but not least, the continuing education programme must include vocational subjects like agricultural technology, electrical, home science, paramedical field etc.

In conclusion, it can be said that at this crucial juncture of literacy, the urgent need is to provide continuing education for neo-literates beyond literacy classes to maintain their newly acquired skills and to provide them a schooling. This continuing education should not mean, only to provide them some reading material. It should offer them such an education through, which they may upgrade both their educational skills and qualification. In other words if some of the learners want to rejoin regular stream of education, or schooling, they should be allowed. For it, a well structured graded curriculum is required which should be equivalent to the formal school system curriculum. The best alternative schooling for such adults or working neoliterates will be through open-learning system

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C Pratheep

## **Awareness and Participation of Neo-Literates in Developmental Programmes in Chadayamangalam Sub-Project**

India after independence had set out to reshape her economy and institutions to provide her people with a gradual rise in their standard of living. But inspite of programmes, policies and five-year plans not substantial benefits are visible for poor and downtrodden. There are many reasons for this, but lack of people's participations is one of the major reasons. Illiteracy is one of the important reasons for the lack of people's participation in developmental programmes.

One of the objectives of the literacy programme in India is to help the people to take advantage of various developmental programmes launched for them. To encourage people's participation in developmental process and their active and meaningful involvement in democratic process were the major aims of Total Literacy Campaign launched in Kerala in 1990. This objective was also stressed in the second phase of the project and in the ongoing continuing education programme. In this short paper an attempt has been made to investigate whether the neoliterates has acquired the knowledge about development programmes or not and the extent of their participation in developmental programmes.

**Objectives of the Study**

1. To study the level of awareness among neo-literates of various developmental programmes being implemented by the Centre, State, Block and Panchayats.
2. To study the extent of involvement of neo-literates in various developmental programmes.
3. To find out the reasons for the existing situation, and
4. To suggest measures to improve awareness and participation of neo-literates in various developmental programmes.

**Area of Study**

The area selected for this study was Chadayamangalam Sub Project, Kollam District, Kerala State. Chadayamangalam Sub Project includes two Panchayats, Chadayamangalam and Nilamel. All the sub projects in Kerala were implementing the same primers, learning materials. The investigator has been associated with the literacy projects in various capacities since the launch of TLC. Familiarity and convenience were the reasons for selecting the area.

**Methodology**

The data source for the present study was two fold, that is primary and secondary. Primary source included field information collected from neo-literates and from officials. Secondary source consisted of survey of relevant literature, perusal of records and also Government orders issued from time to time for implementation of various schemes. In addition to these sources, information was collected from Panchayat Executive Officers, Presidents, Block Officials, Village Extension Officers etc.

820 neo-literates were enrolled on January 1, 1993. The investigator selected 123 respondents, i.e. 15 percent of the total for this study. Random sampling method was used giving representation to different criteria such as income, caste and occupation. Prepared interview schedules were used to collect information from neo-literates and officials. The investigator himself contacted and interviewed the neo-literates and officials responsible for implementation of developmental activities.

**Findings of the Study**

1. 63 percent of the respondents were women.
2. 8.1 percent of the respondents were upto 30 years of age. 22.8 belonged to 31 to 45 years age group, 55.3 percent belonged to 46 to 60, and 13.8 belonged to 61 and above years category.
3. 8.9 percent of respondents were having income below Rs.250 per month. 43.1 percent between Rs.251 and 500, 22.8 percent between Rs.501 and 750, 17.1 percent between Rs.751-1000 and 8.1 percent of the respondents were getting Rs.1000/- and above in a month from their day to day activities.
4. 19.5 percent of the respondents belonged to forward caste, 41.5 percent belonged to backward castes, and 39 percent belonged to scheduled caste category. There is no scheduled tribe category in the sub-project.
5. 24.4% of the respondents were having agriculture as the main occupation, 30.9 percent were agricultural labourers, 33.3 percent were working as Coolie, 2.4 percent were in business, and 8.9 percent were self employed.
6. 87 percent of neoliterate respondents had heard about the Integrated Rural Development Programme(IRDP), 26 percent had knowledge about Jawahar Rozgar Yojana(JRY), 17 percent know about TRYSEM and 8 percent were aware about scheduled caste and scheduled tribe Development Corporation. This shows that majority of respondents were aware of IRDP but had no knowledge about JRY, TRYSEM, SC/ST Development Corporation.
7. 31 percent opined tht Panchayat member was the source of information about JRY, 12 percent as Village Extension Officers, 38 percent as Friends and the remaining 19 percent as Banks, Relatives etc. None of the respondents opined the literacy centres was the source of information.
8. About the IRDP, 24 percent got informtion from Panchayat member, 44 percent from Village Extension Officers, 20 percent from friends, one percent from literacy centres, and the remaining 11 percent from Banks, Relatives etc.

This shows that literacy centres as source of information is very negligible.

9. About the self employment programme 29 per cent of the respondents got the information from Panchayat members. 59 percent from Village Extension Officers and 12 percent from Banks, Relatives etc. There is again no role of the literacy centres in this regard.
10. The major source of information about the SC/ST Development Corporation was Banks, Relatives etc. These shows that literacy centres are not providing required knowledge about the various developmental schemes.
11. 84.6 percent of the respondents did not know the objectives of JRY, 72.4 percent were unaware about objectives of IRDP, 82.4 percent did not know about the objectives of TRYSEM and 87.5 percent of the respondents did not know about the objectives of SC/ST Corporation finances and help.

This shows majority of the neoliterate respondents were unaware about the various developmental programmes.

12. About the knowledge about the benefits of various schemes, 77 percent did not know about JRY, 57 percent about IRDP, 71 per cent about TRYSEM.
13. Regarding the knowledge about the implementing agency of various developmental schemes, only 8 percent of neoliterates respondents had knowledge about the JRY, 92 percent about IRDP and 18 percent about the TRYSEM. Knowledge level about the implementing agency was again very low.
14. 39 percent of respondents got assistance from IRDP, only 6.5 percent received assistance by JRY, TRYSEM benefited only 4.9 percent and only 1.6 percent got assistance from SC/ST Corporation.
15. 59 percent of the beneficiary respondents selected IRDP themselves, 88.3 percent selected TRYSEM and 100 percent of the respondents selected the SC/ST Corporation assistance by themselves.

16. 17 percent of the respondents spent below Rs.100 to get the assistance, 22.7 percent spent in between Rs.101 and Rs.200, 39.6 percent in between Rs.201 and 300, 11.3 percent in between Rs.301 and Rs.400 and 9.4 percent spent Rs.401 and above to take benefit of various schemes.
17. 83.3 percent of beneficiary respondents were not satisfied about the attitude of bank officials towards them in granting financial assistance.
18. About the help of literacy workers in getting the assistance, only 13.3 percent received help and the remaining 88.7 percent did not get any help.

### **Suggestions**

1. Neoliterates participation in developmental programmes should be encouraged.
2. Lessons for giving information about the various developmental schemes should be included in the neoliterate primers.
3. Preference should be given to neo-literates in various developmental schemes.
4. Proper training in developmental programmes should be given to literacy workers.
5. Encouragement should be provided to establish voluntary organisations of neo-literates and literacy workers. Projects should be given to such voluntary organisations.
6. Literacy workers should be involved for identification of beneficiaries of various developmental programmes.
7. State, Block and Panchayats should give more publicity of various development programmes.

## **Adult Education and the Adoption of Agricultural Practices in Nigeria**

### **Introduction**

Nigeria has great potentialities in agriculture since it is blessed with good natural resources such as rich fertile soils and suitable climatic conditions for producing a variety of food crops. Agriculture is therefore her most important industry. Agriculture provides employment for more than 80% of the country's population and contributes about a significant percentage of the country's Gross Domestic Product. Since most states' soils and climatic conditions are particularly suitable for food production, these states have been aptly described as the food baskets of Nigeria and are thus regarded as potential feeders of the rapidly increasing population of the country.

The role of agriculture in the Nation's economy demands full and active participation in the agricultural production. Agricultural programmes in the country therefore have to play a vital role in the life of the farmers by providing relevant education and training for the farmers. This is based upon the fact that rapid agricultural development requires participative response by large numbers of farmers. The response must be qualitatively different than past response and the rate of response must increase if potentialities in the Nation's agriculture is to be fully used. Farmers must participate through learning and using new skills and understandings. Old ways of thinking and doing must change. Particularly a "subsistence - mindedness" of farmers must change from production primarily for the family to production for the market. Thus, if farmers are to respond positively, changes in other parts of the system (such as educational system for our own purpose in this paper) must precede or coincide with farmers response. This study therefore intends to discuss the role of adult education in the process of agricultural adoption.

### **Changes in Agricultural Practices**

In recent years, fundamental changes in agricultural practices are taking place in Nigeria. The farming systems that are generally labelled "traditional" that make use only of the natural inputs of collected seeds, indigenous livestock, rain, and solar radiation have been made more productive by the use of inputs such as irrigation water, fertilizers, plant protection chemicals, machinery, improved plants and livestock, and more profitable by the application of farm management principles. Agri-business is therefore encroaching on traditional cultivation systems and large-

scale ranching on pastoralism with far-reaching consequences. These consequences must be faced: for not only is the advance of modernization irreversible but a science-based system is an imperative if we are to meet the rising demand upon the falling death-rate and the "revolution of rising expectations". This is bringing greater pressures on a traditional ecosystem geared to a perennial climate of draught.

The science-based life-support systems and the consequent social and environmental changes require skills-training and behaviour modification which need a huge input of mass education. The importance of education to the adoption of new technologies therefore lies in various sets of processes which concern the rural people. They have to recognise and define problems, accept, understand and use new information; perceive new opportunities for improvement; and learn new skills, both manipulative and, more importantly, intellectual. The technical information to be accepted concerns both research-based innovations and the application of traditional/local solutions on a wider scale, and this requires the rural people to receive, decode and interpret knowledge provided by a number of information suppliers. The intellectual skills involved are concerned with the ability to seek information and to make decisions. These constitute their general ability to critically evaluate the information collected, and introduce innovations, and decide on their suitability to particular situations. In view of the above, we need education as a "vehicle for positive change rather than a passive reflection of society's inequalities". That is, not mere conditioning for productive efficiency along with the maintenance of the status quo, but for the liberation of man, such as that he would be able to make choices, meet new challenges, adopt and re-adopt to changing world.

### **Adult Education and Extension Services**

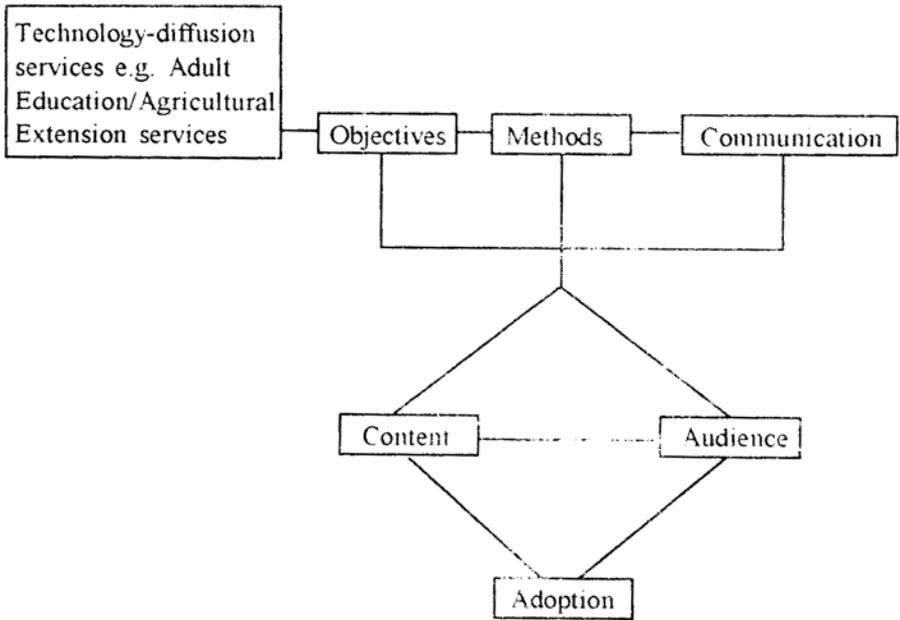
As mentioned earlier rapid agricultural production requires participative response by large numbers of farmers. The response must be qualitatively different than past response and the rate of response must increase if agriculture is to modernize in a relatively short time span. Crucial to the process is a better understanding of the kind of behavioural responses required and the implication for ways and means of improving and increasing farmer participation activities.

Since agricultural production involves a lot of technical concepts which most farmers do not understand, special programme should be developed for training of farmers so as to ensure that they can participate fully in their occupation. Clearly farmers must participate through learning and using new skills and understandings. This is where adult education comes in. For the purpose of this paper, we are concerned mainly with the ability of farmers to use science based agricultural technologies. Before we enumerate the functions of Adult Education, it is necessary to analyse the procedures used in planning and conducting educational activities by the Adult Education Agency. The technological diffusion system is typified by

Agricultural Extension Services which are responsible for the education of farmers. These are usually decentralised organizations, and so the programme conducted in different areas show wide divergencies in approach.

The following is proposed for this study:

Fig. 1 : Typical conduct of Technological-diffusion Education Programme



The programme is formulated as a result of planning. This involves the definition of objectives, methods and different and appropriate channels of communication to be used in order to have an effective learning and teaching methods. Crucial to the definitions of each stage of the model are the understanding and knowledge of the audience or the target group to be served. The needs, knowledge, skills, attitudes and abilities must be understood. A full knowledge of the target group will help in the formulation of the programme's objectives, teaching methods, informational content and the types of channels of communication to be used.

Adult education is therefore conceived of in our model as the development of the individual, village leaders and the rural society as a whole and as a continuous education process. In it the people are motivated through a proper and organised approach to help themselves by applying science and technology in farming. It must

be stated that Extension Education combines adult education and non-formal education and these are concerned with educating the farmers not just in letters and words or language but in the technique of raising better crops and animals. According to Oluitan (1987), adult education is more oriented toward helping an individual solve farming problems than to absorb a particular curriculum content. It is thus strongly identified with specific farming problems.

### **Implication for Policy**

Many of the issues raised so far present policy options at a high level, in several cases beyond the normal reach of those responsible for the administration of adult education policies and development programmes. Although, given that adult education often best functions as a partner or service facility to other elements in development programmes like agriculture it can seldom be considered completely in isolation.

In many countries of the world, like Nigeria where illiteracy is high, adult education is almost automatically equated with literacy work. It is important not to make the mistake of treating the two as the same thing, for although the efforts of many educational authorities may be directed toward the eradication of illiteracy, several other activities are involved in adult education programmes. In other words, adult education means more than learning how to read and write. It includes adaptation to the literate culture, the development of better behaviour and living a better life. Our education planners must realise that adult education should be related to specific economic development objectives; and the first major function of adult education must be to inspire both a desire for change and an understanding that change is possible if not inevitable. In view of the fact that the fundamental importance of adult education is means and part of development, educational planners in this country need to change their traditional conception of adult education.

Another challenge for the adult education planners is to determine how far adult non-formal education should be a part of or integrated with the total education system. Non-formal and alternative experimentation in the adult education sector and the development of low cost endogenous staff and teaching materials are ways that adult education may contribute to enhancing the flexibility and utility of the whole education system. Adult education planners therefore need to consider not only linkages at the top levels of national planning and policy-making, but also processes of curriculum innovation and experimentation and how to protect and disseminate such innovation locally.

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## **Adult Education News**

### **IAEA Research Methodology Course**

Prof. Kuldeep Mathur, Director, National Institute of Educational Planning and Administration(NIEPA) said in New Delhi on December 9, 1994 that adult education had to undergo a tremendous amount of change because of new economic policy and globalisation. It had not only to impart reading, writing and arithmetic (3R's) but also to develop technical skills in the people like computer literacy.

Prof. Mathur was delivering the valedictory address of the Research Methodology Course organised by the Indian Adult Education Association in New Delhi from Nov 30 - Dec 9, 1994.

He said that adult education had an important role to play in the new economic policy. The people have to be provided skills so that they could keep their jobs intact and improve their quality of life in the changing scenario of the country. He said that in globalisation high level of skills were needed. Globalisation, he feared, would result in lot of unemployment in illiterate and unskilled people. Adult educators have the responsibility to provide the necessary education and skills to these people so that they could compete and lead fruitful and meaningful life. The workers if not skilled would soon be unemployed, he opined. He said precision and direction were very important in the present era. Education, he said, had become an issue of economic survival and thus an important instrument in alleviation of poverty.

For research in adult education, Prof. Mathur said that conceptualisation of the concept and how it could be operationalised were very essential. Research methods which bias the results should be avoided.

Political awareness was one very important fallout of education, Prof. Mathur said. Education was also an important means of empowerment. For effective administration it was essential that people should be educated, he emphasised.

Earlier, Shri JL Sachdeva, Director, IAEA said that adult education as a national programme has to work with other development agencies. If this was achieved, he said, there would be improvement in health, sanitation, better environment conservation and the like. He stressed the need to undertake action and applied researches so that the adult education programme in the country gets the necessary support and the needed direction.

Smt. Kamala Rana, Vice-President, IAEA in her concluding remarks and vote of thanks said that the researchers should give some practical and easy to implement recommendations. Recommendations, she said, should be in the form of 'actions to be taken'. Social researches would go a long way in social and economic development of the people, she felt.

The course was inaugurated by Prof. KD Gangrade, former Pro Vice-Chancellor, University of Delhi on Nov 30, 1994. He said that for conducting research the knowledge of the people with whom work was to be undertaken was very essential. Working with the people was adult education technology, he said.

Prof. Gangrade said that observation was very essential for any research because it creates lot of information and insight. The purpose of enquiry was equally important. The purpose must be very clear and in no way should be vague, he emphasised. In research, he said, minutest planning was needed.

Shri BS Garg, President, IAEA in his presidential remarks said that reliability of research was very essential. The research, he said, should be field oriented and need-based. Researchers, he said, should be closely associated with the community so that their problems could be studied and effective methods to solve their problems could be undertaken.

Shri KC Choudhary, General Secretary, IAEA in his vote of thanks said that purpose and mission for doing research must be clear in the people working in research in adult education. He said that researchers should find out how their research could be useful to the society at large before conducting any research.

Shri BR Vyas, former Additional Director of Education, Delhi Administration and Executive Committee member of IAEA also spoke on the occasion.

The subjects covered in the course were a) Perspectives in Adult Education Research; b) Tools & Techniques in Research with special reference to Adult Education, Continuing Education and Population Education; c) Sampling Techniques; d) Research Design - Preparation and Evaluation; e) Methods of Research - Historical & Survey Methods; f) Identifying Research Topics in Adult Education, Continuing Education and Population Education; g) Action and Applied Researches in Adult Education - Case Studies; h) Experience and Problems of Conducting Research at Grass Root Level; i) Research in Adult Education - Priorities and Issues; j) TLC Evaluation : Processes and Problems; k) Computer Application for Data Analysis; l) Dialogical & Participatory Researches; m) Improving Research through Qualitative Analysis; and n) Research in Population Education.

In addition to IAEA's own faculty, the resource support was provided by Shri RS Mathur, Additional Director, Directorate of Adult Education; Dr. PK Bhargava, NIAE/DAE; Dr. V Venkata Seshaiyah, Additional Director, Directorate of Adult Education; Shri Chandan Datta, Society for Participatory Research in Asia; Prof. RR Singh, Professor, Department of Social Work, Delhi University; Dr. JP Gupta, Joint Director, Directorate of Adult Education; Dr. Pramila Menon, Associate Fellow, NIEPA; Dr.(Mrs) Mridula Seth, Reader, Lady Irwin College, New Delhi; Dr. SY Shah, Acting Director, Adult Education Unit, Jawaharlal Nehru University; Dr. YP Aggarwal, Fellow, NIEPA; Dr. KS Pillai, Director, Centre for Adult, Continuing Education and Extension, University of Kerala; and Dr. MV Lakshmi Reddy, Assistant Director, Regional Service Division, IGNOU.

Study visits to Directorate of Adult Education(DAE), Indian Institute of Mass Communication(IIMC) and National Institute of Educational Planning and Administration(NIEPA) were also arranged during the course.

17 participants from Andhra Pradesh, Delhi, Haryana, Karnataka, Kerala, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal attended. They represented Departments/Centres of Adult, Continuing Education in the Universities, SRCs, DIET and voluntary organisations.

## **Lalita Ramdas Elected President ICAE**

Smt. Lalita Ramdas has been elected President of the International Council for Adult Education(ICAE) at its meeting in Cairo(Egypt) in September this year.

She is Founder and Director of 'ANKUR' a Society for Alternative Education, and President, Delhi Saksharta Samiti, New Delhi. She has actively worked for education of women and children in India.

Smt. Ramdas was a member of the Executive Committee of ICAE(1990-94), regional coordinator of ICAE International Literacy Support Service(ILSS).

## **ICEA World Conference in Thailand**

The International Community Education Association will be organising its seventh World Conference in Jomtien, Thailand from July 31-August 04, 1995.

The theme is "Sustainable Development through Community Education".

Further information can be had from Alan Blackhurst, Secretary-General, ICEA International Office, Lynn Hall, Blackberry Lane, Coventry, CV23 JS, UK.

## **World Conference on Women, Beijing - 1995**

Beijing, the capital of China is the host for the Fourth U.N. World Conference on Women, towards Action for Equality, Development and Peace between September 4-15, 1995. The conference is being convened to review and appraise the advancement of women, since the last decadal conference in Nairobi, in 1985. It will be attended by representatives of Governments, U.N. and inter-governmental organisations, officially accredited NGO's, national liberation movements recognised by the Organisation of African Unity, experts and professional associations.

A Coordination Unit (CU) to facilitate and support the preparatory activities of NGO's and Women's Groups at the India Level, towards the World Conference on Women (1995) has been set up in New Delhi, in December 1993. In the last one year, the CU has held several state level consultations to ensure that the voices of the grassroots women determine the agenda of world conference on women.

A regular Newsletter, entitled "VOICES AND VISION" in English and "DRISHTI KE DAYRE" in Hindi covering important news and views on preparatory activities in India, and providing information on forthcoming regional international events, is being brought out.

For further details, please write to: The Coordination Unit, 802 Arunachal Bhawan, 19, Barakhamba Road, New Delhi - 110 001. Tele : 3713221.

## **Innovative Approaches in Basic Education for Girls and Women**

Representatives from six countries of southern Asia met in Bangladesh recently to exchange experiences on innovative approaches in the field of basic education for girls and women, during a workshop convened by UNESCO's "EFA-Making it Work" project. Participants from Bangladesh, Bhutan, India, Nepal, Pakistan and Thailand stressed the importance of training the local community to identify problems in the field of basic education, propose solutions and participate in the implementation of projects. Programmes work best when a climate of confidence prevails among various partners and a clear distribution of responsibilities at various levels is spelt out. Lack of information at lower government levels about national plans and strategies was identified as an obstacle to effective collaboration. Participants underlined the need for relevant, gender-sensitive curriculums and suggested that teachers, especially women, should be upgraded to play the role of development agents. They also stressed that in-service training could enhance teachers' effectiveness in putting a child-centred approach into action.

**When A Woman is Educated**

The link between literacy and women's social status is undeniable. According to the preparatory documents for the World Summit for Social Development, which will be held in Copenhagen in March 1995, education decisively determines a woman's access to paid employment, her earning capacity, her overall well-being and contributions to her family and to the society.

The Draft Declaration and Programme of Action of the Social Summit make a strong case for educating women as part of the solution to the Summit core issues: poverty, unemployment and social disintegration.

A basic premise of the draft Programme of Action is that unequal access to resources, technology and knowledge has created unequal growth and led to increasing socio-economic inequality, both within and among nations. "Universal and equitable access to basic education for all children, young people and adults, in particular for girls and women, is a fundamental priority", the Draft Programme of Action states. Ensuring equal opportunity is vital to a sense of human security. And human security, in turn, is crucial to safeguarding stability and peace in our world, it points out.

The inspiration for the Copenhagen Summit grows out of the General Assembly's determination, in the coming 50th anniversary year of the United Nations, to reaffirm the United Nations Charter goal of promoting "social progress and better standards of life in larger freedom".

By eradicating illiteracy and educating women, the world may get closer to that goal.

*Source : UN  
Focus on Women*

**Malcolm Adiseshiah Passes Away**

We deeply regret to record the death of Dr. Malcolm S Adiseshiah, former President (1975-80), Indian Adult Education Association in Madras on November 21, 1994. He was 84.

Dr. Adiseshiah was Deputy Director-General, UNESCO, Vice-Chancellor, Madras University, Rajya Sabha Member and Chairman, Madras Institute of Development Studies.

The Executive Committee of IAEA condoled the death of Dr. Adiseshiah at its meeting in New Delhi on November 29, 1994.

**I.A.E.A. BOOKS IN ENGLISH**

	<b>Rs.</b>	<b>US \$</b>
1. Directory of Adult Education Institutions in India (1993)	30.00	5.00
2. Development of Human Interests by Dharm Vir (1993)	40.00	4.00
3. A B C of Non-Formal Education by K.S. Pillai (1993)	40.00	4.00
4. Approaches to Total Literacy edited by BB Mohanty & J L Sachdeva (1992)	30.00	4.00
5. Each One Teach One--Laubach's Materials and Methods edited by S Y Shah (1991)	75.00	9.00
6. Strategies for Literacy in International Literacy Decade edited by J L Sachdeva (1990)	15.00	2.00
7. Adult Education - A People's Movement edited by J C Saxena & J L Sachdeva (1990)	50.00	6.00
8. Fifty Years of IJAE : Articles and their Authors compiled by J L Sachdeva and Subhash Dua (1990)	45.00	6.00
9. Mass Movement for Adult Education by B R Patil (1989)	30.00	4.00
10. People's Education by S R Mohsini (1989)	15.00	2.00
11. Adult Education : Some Reflections by B B Mohanty(1989)	25.00	3.00
12. Adult Education - A Focus for the Social Sciences by James A Draper (1989)	20.00	2.50
13. National Literacy Mission--Problems and Prospects edited by J C Saxena & J.L. Sachdeva (1989)	15.00	2.00
14. Adult Education Terminology by J L Sachdeva (1989)	7.00	1.00
15. Adult Education in Bihar by S Y Shah (1989)	20.00	2.50
16. Adult Education in South-East Asia by B S Garg (1987)	10.00	2.00
17. Popularising Science and Technology through Adult Education edited by J L Sachdeva (1987)	10.00	2.00
18. History of Adult Education in India by S C Dutta (1986)	60.00	10.00
19. Role of Adult Education and Mass Media for Civic Education edited by J C Saxena & J L Sachdeva (1986)	50.00	8.00
20. Literacy to Liberation edited by S C Dutta (1986)	60.00	10.00
21. Study of Relationship between the period of Learning and Level of Literacy and Reading Interests of Neo-Literates by Mushtaq Ahmad (1985)	40.00	7.00
22. Non- Formal Adult Education for Women edited by J L Sachdeva & Asha Vohra (1985)	10.00	2.00
23. University Adult Education edited by S C Dutta & J K Friesen (1985)	25.00	5.00
24. Adult Education for Parliamentary Democracy (1985)	15.00	4.00
25. Unity in Diversity : Role of Adult Education edited by S C Dutta (1985)	10.00	2.00
26. Development Work among Rural Women : A Guide Book by Krishna Bai Nimbkar (1985)	10.00	2.00
27. Adult Education Research in India by Salamatullah & S D Bareth (1984)	40.00	7.00
28. Towards a Comprehensive Adult Education Programme edited by S R Mohsini, J L Sachdeva & Asha Vohra (1983)	30.00	7.00
29. Research in Adult Education edited by S C Bhatia & B R Patil (1983)	25.00	7.00

Orders may be sent to

**INDIAN ADULT EDUCATION ASSOCIATION**  
17-B, Indraprastha Estate, New Delhi - 110002

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**INDIAN ADULT EDUCATION ASSOCIATION**

The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education visualized as a continuous and lifelong process. It directs its efforts towards accelerating adult education as 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 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 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, Proudth 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' Education 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 are located in the Shafiq Memorial at 17-B, Indraprastha Estate, New Delhi- 110002.